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AN INVESTIGATION OF THE ROLE OF THE SUPERVISOR IN THE
IOWA COLLEGE AND UNIVERSITY SECONDARY STUDENT
TEACHING PROGRAMS DURING 1958

A Field Report
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The Graduate Division
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Master of Science in Education

by
Marshall Vernon Carlson

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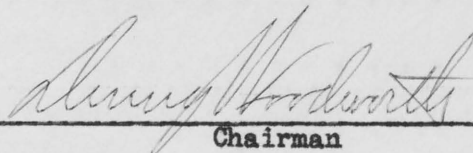
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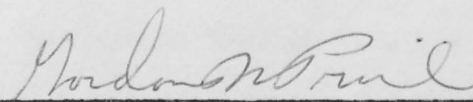
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Approved by Committee:


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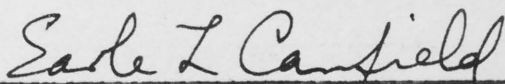

Dean of the Graduate Division

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CHAPTER I

PROBLEM AND PROCEDURE

In the past few years the student teaching experience and the role of the supervisor in it have become increasingly important in teacher education. In this phase of teacher education status appraisal through systematic research has been limited.

I. THE PROBLEM

The purpose of this study was to determine the role of the supervisors in the secondary student teaching programs of Iowa colleges and universities during the winter and spring of 1958. More specifically, the investigator wished to determine: (1) the basic structure of the programs; (2) the general nature and organization of the different phases of the programs with which the supervisors were connected; (3) what responsibilities were assumed by the supervisors in the various phases of the programs, with special emphasis on what experiences were provided for the student teachers through the classroom teacher-supervisors; and (4) how the supervisors respectively and comparatively functioned in relation to their responsibilities.

By considering the data of the investigation in the light of related literature, the investigator wished to be able to reach some valid and profitable conclusions as to adequacies or possible inadequacies of the programs and their supervision.

II. DEFINITIONS OF TERMS USED

Student teaching. As a part of their teacher-training program, most colleges and universities have a course which they call pre-service internship or experience, practice teaching, student teaching, or some similar designation. For the study the term "student teaching" was used. The nature of this course may vary according to the college or university, but generally the course is a culminating type experience in which the student preparing to be a teacher has the opportunity to be in a classroom situation and implement the philosophy and theory, apply the psychology, employ the methods, and use the subject matter backgrounds acquired in previous study. In the study any college student in a student teaching course was termed a "student teacher."

College supervisor and classroom teacher-supervisor. The student teacher usually is guided through the student teaching course or period by supervisors who may be considered as falling into two categories. For the study any person who had a direct responsibility in the guidance of one or more student teachers and was directly connected with a college or university was called a "college supervisor"; any person who had the responsibility of guiding one or more student teachers in the secondary school class or classes he was teaching was designated a "classroom teacher-supervisor."

On-campus and off-campus schools. Depending on the particular program, a student teacher may do his student teaching in an on-campus

secondary school, off-campus secondary school, or both. In the study the term "laboratory" is used interchangeably with "on-campus" and the term "cooperating" was used interchangeably or in combination with "off-campus."

III. IMPORTANCE OF THE STUDY

Of the many problems that the secondary schools are facing now, the shortage of good teachers commonly is recognized as most crucial. The U. S. News and World Report, through excerpts from a joint report of the Educational Policies Commission of the National Education Association and the American Association of School Administrators, reported that in the present school year well over eighty thousand teachers in American public schools have substandard or emergency credentials. The report stated that it was impossible to come to any other conclusion than that hundreds of thousands of American children at every level of education are denied competent teaching. Another statement quoted was to the effect that the highest single priority in responding to the contemporary challenge to American education is the recruitment, education, and retention in the profession of qualified teachers.¹

A vital part of a teacher education program is the student teaching experience. Gruhn said, "Student teaching is the most important

¹"Thousands of American Children Are Denied Competent Teaching," U. S. News and World Report, XLIV (January 24, 1958), 84-85.

phase of your teacher-education program."¹ Grim and Michaelis said:

A high point in the pre-service education of all teachers is their student teaching experience. Research related to the effectiveness of teacher education courses usually has placed student teaching at the top of the list.²

There are two major reasons that student teaching is so important: it is something real and practical, and success in student teaching has a lot to do with getting a job and with success on the job. The student teaching experience is a crucial pivotal point. During this period the direction and impetus for professional development should be given a running start.

The supervisors are the primary factor in the operation of the student teaching program. The worth of the student teaching experience is determined largely by the supervisors because they have the major responsibility for providing the experience and guidance for the student teacher.³

Because of this the investigator saw the value of determining the responsibility and function of the supervisors in the secondary student teaching programs in Iowa colleges and universities during the winter and spring of 1958. It was hoped that such a status study

¹William T. Gruhn, Student Teaching in the Secondary School (New York: The Ronald Press Company, 1954), p. 3.

²Paul R. Grim and John U. Michaelis, The Student Teacher in the Secondary School (New York: Prentice Hall, Inc., 1953), p. vii.

³Kermit A. Cook, May L. Wilt, and Y. Mildred Woofter, Student Teaching in the Secondary School (Dubuque, Iowa: Wm. C. Brown Company, 1954), p. 152.

would make possible some evaluations as to the adequacies or possible inadequacies regarding the student teaching programs and the activity of their supervisors, and, if needed, lead to some beneficial recommendations.

IV. METHOD AND PROCEDURE

Emergence of the problem. During the last two years the investigator had the privilege and responsibility of being a classroom teacher-supervisor in the Drake University secondary school student teaching program. This experience led to an increased knowledge and interest in student teaching and its supervision and prompted the investigator to explore related literature.

Involved in the locating and defining of the problem were the following materials: (1) handbooks and manuals for the supervisor and/or student teacher; (2) textbooks for the classroom teacher-supervisor and/or the student teacher; (3) yearbooks and reports by such organizations as The American Association of Colleges for Teacher Education, The Association for Student Teaching, The American Association of Teachers Colleges, The American Council on Education, and The National Education Association; (4) masters theses and doctoral dissertations; and (5) periodicals.

The materials pictured the trends in the organization and function of student teaching programs and revealed the nature and importance of supervision in those programs. Research disclosed that no status study

concerning organization, function, and supervision had been made for Iowa college and university secondary school student teaching programs as a whole. This fact, along with the literature studied, suggested the value of such a study.

Information needed. The first area of information desired concerned the general structure of the programs such as: (1) the length of the student teaching period; (2) the time spent by the student teacher with the classroom teacher-supervisor each day; and (3) the type(s) of secondary schools used.

The second area of information desired concerned the nature and organization of the programs in the following phases: (1) assignment of the student teacher; (2) organization and development of activities and experiences; (3) preparing for and orienting the student teacher; (4) areas of experience provided for the student teacher through the classroom teacher-supervisor; (5) structure of the supervision; and (6) evaluation of the student teacher.

The third area of information desired concerned what responsibilities were assumed by the supervisors in the various phases of the programs, and the fourth area concerned how the supervisors respectively and comparatively functioned in relation to those responsibilities.

Development and design of questionnaire. To secure the desired information a questionnaire was developed. Of the phases of the second area of information desired, the one that concerned "areas of experience

provided for the student teacher through the classroom teacher-supervisor" was very important. It represents the focus and object of the student teaching program as a whole. The questions for this part of the questionnaire were developed primarily from the handbooks, manuals, and textbooks for the student teacher and classroom teacher-supervisor. Through assimilation of these materials the investigator arrived at the following topic headings to designate areas of experience: (1) Professional Attitudes; (2) Planning for Instruction; (3) Methodology and Learning Activities; (4) Materials of Instruction; (5) Understanding and Guidance; (6) Evaluation of Pupil Progress; (7) Administration of Classes and Home Room; (8) Extra-class Responsibilities; (9) Relationship with Pupils; (10) School-community Relationships; and (11) Individual Abilities Necessary for Good Teaching. Many items were included under each of these headings.

Much of the form and substance of the questions for the other areas of information desired were drawn from a 1948 report of a study of school and community laboratory experiences in teacher education by the sub-committee of the standards and surveys committee of The American Association of Teachers Colleges.¹

To determine the basic structure of the programs, items were developed under the following question subjects: (1) The Length of

¹John G. Flowers (chairman) and others, School and Community Laboratory Experiences in Teacher Education (n.p.: The American Association of Teachers Colleges, 1948).

the Student Teaching Program; (2) Time Spent by Student Teacher with Classroom Teacher-supervisor Each Day; and (3) Type of School in which Supervisors Supervised.

To determine the nature and organization of the programs in the assignment of the student teacher, items were developed under the following question subjects: (1) Factors Serving as a Basis for Assignment; (2) Those Who Make the Assignment; and (3) When Classroom Teacher-supervisor Is Informed of the Assignment.

To determine the nature and organization of the programs in the organization of activities and experiences, items were developed under the following question subjects: (1) Who Assists Director of Student Teaching in Program Development; (2) Organization of Teaching-learning Experiences and Responsibilities; and (3) Factors Determining which Activities Were Included.

To determine the nature and organization of the programs in preparing for and orienting the student teacher, items were developed under the following question subjects: (1) Preparation by the Classroom Teacher-supervisor for the Student Teacher; and (2) Orientation of the Student Teacher.

To determine the nature and organization of the programs in the structure of supervision, items were developed under the following question subjects: (1) Those Responsible for Supervision; (2) Which Supervisor Has Responsibility in Certain Problem Areas; (3) Development and Supervision of Activities; (4) How the Student Teacher Is Helped;

(5) Conferences with the Director of Student Teaching; (6) When the College Supervisor Supervised the Student Teacher; (7) When the College Supervisor Held Conferences with the Student Teacher; and (8) Written Materials Used for Guidance.

To determine the nature and organization of the programs in the evaluation of the student teacher, items were developed under the following question subjects: (1) Nature of the Evaluation; (2) Those Responsible for the Evaluation; (3) Form of the Final Evaluation; and (4) Who Makes the Final Evaluation.

All questions related to areas of desired information that involved probable responsibilities for the college supervisor and/or classroom teacher-supervisor were designed to determine just what responsibilities were assumed by them. The same holds true for the student teacher. This was done to enable the determining of the respective and comparative function of the supervisors and student teacher as they operated in the various phases of the program.

In the development of the questionnaire certain principles for student teaching out across many areas in influencing the development of items for questions. The principles were: (1) a program should be planned and administered in terms of the needs of the individual student teacher; (2) supervision and guidance should involve a cooperative effort that permeates all of the major phases of the student teaching experience; (3) the student teacher should play a major part in the planning, guiding, and evaluating of his own experiences; and (4) evaluation must be

purposeful, comprehensive, and continuous. These principles are considered in more detail in the following chapter.

The questionnaire was designed so that it could be used in securing information from the director of student teaching, any other person or persons with the college serving as a college supervisor, and the classroom teacher-supervisor.¹

The directions of the questionnaire requested that the respondent answer the questions which were directly related to him, and that for each question he answered he should check the appropriate option or options.

Five teachers at East High School in Des Moines, Iowa, cooperated in a pilot study to reduce ambiguity and refine the instrument. The complete questionnaire is reproduced in the Appendix.

Selection of colleges. A list of all Iowa colleges and universities which had a teacher-training program in secondary education was secured from the files of the Iowa State Department of Public Instruction.

Distribution of questionnaires. All Iowa colleges and universities which had a teacher-training program in secondary education were contacted through the director of their secondary student teaching program and asked to participate in the study.

¹See Appendix.

The director was asked to complete an enclosed questionnaire and return it at his earliest convenience to the investigator. The director was also asked to forward the number of any college supervisors in his program other than himself so the investigator could send questionnaires for distribution to them.

Also obtained from the director were: (1) the name and location of each secondary school that his program was or would be utilizing during the winter and spring semesters in 1958; (2) the name of the principal at the respective schools; and (3) the names of the teachers at these schools who were or would be classroom teacher-supervisors in his program during the designated time.

Questionnaires then were sent to each of the directors for distribution to any other college supervisors in his program and to the principals for distribution to the teachers in their respective schools who were acting as classroom teacher-supervisors. In all correspondence results of the study were promised on request and anonymity was assured. For the return of each completed questionnaire and any other information requested by the investigator, a stamped self-addressed envelope was provided. To obtain accurate response and a high percentage of return, two, and in a few cases three, follow-up letters were sent.

Response of the colleges and the supervisors. All twenty-four of the Iowa colleges and universities which had a teacher-training program in secondary education were contacted. The seventeen who

participated in the study are listed below:

<u>School</u>	<u>Location</u>
Briar Cliff College	Sioux City
Central College	Pella
Coe College	Cedar Rapids
Cornell College	Mount Vernon
Drake University	Des Moines
Iowa State College	Ames
Iowa State Teachers College	Cedar Falls
Iowa Wesleyan College	Mount Pleasant
Loras College	Dubuque
Luther College	Decorah
Morningside College	Sioux City
Parsons College	Fairfield
State University of Iowa	Iowa City
University of Dubuque	Dubuque
Wartburg	Waverly
Westmar	LeMars
William Penn College	Oskaloosa

There were seven schools which did not participate, most of which were small. In the list of those that participated, there are fourteen colleges and three universities. Two of the colleges, Briar Cliff and Loras, are Catholic schools. For their respective student teaching programs, Briar Cliff utilized a public cooperative school and

TABLE I

COLLEGE SUPERVISORS AND CLASSROOM TEACHER-SUPERVISORS REPORTED
IN EACH SCHOOL'S PROGRAM, AND THE NUMBER OF EACH RESPONDING,
IOWA SECONDARY STUDENT TEACHING PROGRAMS, 1958

The seventeen participating colleges and universities	College supervisors designated	Number who Responded	Classroom teacher-supervisors designated	Number who responded
Briar Cliff College	2	2	3	2
Central College	1	1	12	12
Coe College	1	1	43	36
Cornell College	2	2	12	11
Drake University	6	4	70	66
Iowa State College	13	10	53	45
Iowa State Teachers College	6	5	86	36
Iowa Wesleyan College	1	1	23	21
Loras College	1	1	0	0
Luther College	3	3	98	73
Morningside College	1	1	24	24
Parsons College	1	1	0	0
State University of Iowa	1	1	0	0
University of Dubuque	1	1	0	0
Wartburg College	7	4	21	21
Westmar College	1	1	33	12
William Penn College	2	2	7	7

Loras, a parochial. Loras did not forward the names of the classroom teacher-supervisors who were in the parochial school. The State University of Iowa and Westmar College both used parochial cooperating schools in addition to public cooperating schools. The University of Iowa did not send the names of the classroom teacher-supervisors. Westmar College did, however, and the eight classroom teacher-supervisors from this parochial cooperating school are the only ones of the 405 contacted who were not located in public cooperating schools.

Of the seventeen colleges and universities which participated, the number of college supervisors and classroom teacher-supervisors who were designated as being in each school's program and the respective number of each who responded when contacted by the investigator are shown in Table I.

The head of the department of teaching at Iowa State Teachers College did not send the complete number of classroom teacher-supervisors in their program but referred the investigator to the college's six off-campus coordinators. The coordinators at Fort Dodge, Iowa, and Independence, Iowa, completed and returned a questionnaire but did not forward the number or names of the classroom teacher-supervisors in their respective programs. There was no response from the coordinator at Mason City, Iowa. Thus, the secondary student teaching program at Iowa State Teachers College was larger than is indicated by the figures in Table I on page 14.

Some off-campus secondary schools did not acknowledge the receipt of the questionnaires sent to them and this prevented the investigator from knowing whether or not the classroom teacher-supervisors at these schools received the questionnaires. The colleges and the respective number of classroom teacher-supervisors so involved are indicated as follows:

Iowa State College	2
Iowa State Teachers College	24
Coe College	3
Luther College	3

Some off-campus secondary schools returned the questionnaire and either indicated that they would not be able to participate in the study or gave no explanation. The colleges and the respective number of classroom teacher-supervisors in their program so involved are indicated as follows:

Iowa State Teachers College	18
Westmar College	21
Luther College	12

Loras College, Parsons College, State University of Iowa, and University of Dubuque did not designate the classroom teacher-supervisors in their respective programs and as a result the investigator could not include them in the study.

There were fifty-three classroom teacher-supervisors designated by Iowa State College. This figure does not include a large part of

their student teaching program because the student teaching experience for many students in the Division of Vocational Agriculture and all students in the Division of Science did their student teaching during the fall quarter.

Of the 50 college supervisors and 402 classroom teacher-supervisors who the investigator is reasonably sure received a questionnaire, 41 college supervisors at 82 per cent, and 367 classroom teacher-supervisors at 91 per cent responded. The total number of supervisors responding was 408 which figured at 90 per cent.

Presentation of the data. To present the data appropriate tables and tabular arrays were developed for the questions in the following areas: (1) Basic Structure of the Program; (2) Assignment of the Student Teacher; (3) Organization of Activities and Experiences; (4) Preparing for and Orienting the Student Teacher; (5) Areas of Experience Provided for the Student Teacher Through the Classroom Teacher-supervisor; (6) Structure of Supervision; and (7) Evaluation of the Student Teacher. A few questions, the results of which proved insignificant to the focus of the study, were omitted from the presentation of the data.

Organization of remainder of thesis. Chapter II consists of a review of related literature. Chapter III presents the findings of the questionnaire. Chapter IV consists of a summary of the first three chapters and conclusions drawn from consideration of the data in light of the related literature.

CHAPTER II

REVIEW OF THE LITERATURE

A survey of related literature was made to provide a framework for the development of the study. The readings were directed to:

- (1) the history of teacher education;
- (2) the organization and development of student teaching programs;
- (3) criteria for student teaching programs;
- and (4) the role of the supervisor in student teaching.

I. A BRIEF HISTORY OF TEACHER EDUCATION

In 1940, Harold Benjamin said:

No other type of professional education in the history of the world has had so rapid an increase in fifty years as occurred in connection with the preparation of teachers in the United States during the period 1890-1940.

There is some suspicion that the quality of the teacher education program has not kept pace with its growth in size. Certainly the general pattern has not changed appreciably in many years. With conspicuous exceptions, the 1910 subject-matter preparation for prospective high school teachers--given at the hands of subject-matter specialists, supplemented by courses in educational psychology, philosophy, and methods, and made "practical" by practice teaching in a laboratory school as impractical as theory can make it--still constitutes rather closely the arrangement in many places for the education of high school teachers in 1940. . . . The people in the United States have very little notion in what they are trying to do in teacher education, and those who are professionally charged with informing and inspiring the people in educational matters seem to be hardly better equipped than the general public in the area of teacher preparation.¹

¹Raleigh Schorling, Student Teaching (ed.), Harold Benjamin (first edition; New York and London: McGraw-Hill Book Company, Inc., 1940), p. xi.

Benjamin later qualified this discussion by asserting that he did not care to paint too gloomy a picture because there were abroad in the profession, at that time, a vigorous spirit of self-criticism and a willingness to act on well-considered plans for improvement of professional practice.

At about the same time that Benjamin was expressing these ideas, new concepts of the nature of education in a democracy and the psychology of learning were gaining acceptance. Growing was the conviction that education should not prepare the individual for a past culture through the mastery of specific techniques and skills, but it should prepare the individual to live in a new emerging world by helping him to develop an ever-increasing ability to solve problems.

Along with this conviction developed the belief, championed by Dewey, that we learn best through experience. He said that the complete experience so necessary for learning included purposing, planning, acting, and evaluating.¹

To provide the "complete" experience for learning, educators were coming to the belief that the experience must be related to the particular needs of the learner and that, to do so, such factors as the learner's interest, ability, and previous experience must be considered. Also developing was a companion idea that, if the needs of the learner

¹John Dewey, Experience and Education (New York: The Macmillan Company, 1938).

were to be effectively understood and met, all those connected with the guidance of the learner, including the learner himself, should share in the planning, guiding, and evaluating.

Teacher education has been considerably influenced by these trends in educational philosophy and psychology. A significant development discovered by Lindsay has been the increase in the provision of direct experiences throughout the four years of the college program. This is evidenced by: (1) the use of the laboratory school for more participation and observation; (2) the expanded use of the community and its many agencies; (3) the including of more activity and laboratory-type experiences in educational psychology and methods courses; and (4) the increased use of off-campus schools in all phases of the sequence of professional laboratory experiences, and especially in student teaching. Lindsay further stated that, unfortunately, provision for individual differences of student teachers is lagging, the chief provision being through adjustments in the activities.¹

II. ORGANIZATION AND DEVELOPMENT OF STUDENT TEACHING

Various approaches to student teaching. Gruhn describes the

¹Margaret Lindsay, "Standard V--Five Years After," Address delivered to joint meeting of A.A.C.T.E. and A.S.T., Chicago, Illinois, February, 1953. Seventh Yearbook, American Association of Colleges for Teacher Education, 1954, pp. 112-115, cited by Donald P. Cottrell, Teacher Education for a Free People (Oneonta, New York: The American Association of Colleges for Teacher Education, 1956), p. 199.

different approaches to student teaching that are used in teacher-education institutions throughout the country. One plan is to have a school for student teaching purposes, organized and administered by the teacher-education institution itself. These schools are usually called laboratory, practice, or demonstration schools. A second plan is to provide student teaching opportunities in a limited number of public or private schools, usually by contract arrangement, in the immediate vicinity of the teacher-education institution. Under this arrangement, a considerable number of student teachers are placed in a given school, the same teachers usually serving as classroom teacher-supervisors year after year. A third plan is to place student teachers on an individual basis in schools that are not too far away from the teacher-education institution. Under this plan, the placements are made in terms of the needs of the individual student in selected cooperating schools, with the number of students assigned to a given school being definitely limited. Some schools use a particular combination of these plans in striving to develop the program that best fits their philosophy and circumstances.¹

Regardless of their individual nature, student teaching programs as a whole reflect some common characteristics in their organization for administration and supervision. The programs usually are guided or headed by a central coordinator who may have a title such as "Head

¹William T. Gruhn, Student Teaching in the Secondary School (New York: The Ronald Press Company, 1954), p. 4.

of the Department of Education" or "Director of Student Teaching." Depending on the nature and size of the program, any one or more of many people directly connected with the college may assist the director in the development of the program and guidance of the student teacher. These persons, referred to as college supervisors in the study, are usually subject specialists, department heads, guidance experts, or specially designated members of the faculty. In most student teaching programs, the person who has the day-by-day responsibility for the student teacher in the laboratory or off-campus (cooperating) school generally is recognized as the key supervisor. In the study this person was called the classroom teacher-supervisor.

The shift from the laboratory to the off-campus school. The laboratory school is being used more and more to serve the functions of experimentation, demonstration, and orientation, and less and less as the medium through which the student teacher does his student teaching.¹ This does not mean that student teaching now is considered less important or that it is being neglected in teacher education. Increasingly, the student teaching experience is being shifted from the laboratory to the off-campus school. This is being done because it is thought that a more realistic and profitable experience can be provided for more student teachers through the off-campus school. The trend is to

¹Herman D. Behrens and Hazel Hicks, A Handbook for Student Teaching (Dubuque, Iowa: Wm. C. Brown Company, Inc., 1954).

provide students for their final student teaching, after observation and introductory participation in the campus or a cooperating school, with an experience as nearly as possible like the conditions with which they will be asked to deal in service. The dual arrangement provides the student teacher with the opportunity to gain experience from both the experimental forward-looking laboratory school and the more practical, realistic, and typical off-campus school.¹

As student teaching has shifted from the laboratory to the off-campus school, the time spent by the student teacher in student teaching has lengthened. Specialists in education tend to favor a plan in which the student teacher lives in the community of the cooperating school, is at the school throughout each day, and stays for a considerable length of time such as a quarter, semester, or a complete school year.²

III. CRITERIA FOR STUDENT TEACHING PROGRAMS

In 1948, the American Association of Colleges for Teacher Education published important new evaluative criteria for professional laboratory experiences. These principles were developed for a study by the sub-committee of the Committee on Standards and Surveys which was appointed in 1945.

¹W. Earl Armstrong, Earnest V. Hollis, and Helen E. Davis, The College and Teacher Education (Prepared for the Commission on Teacher Education, Washington, D. C.: American Council on Education, 1944), p. 183.

²Gruhn, op. cit., p. 6.

Responsible reporters of the member institutions of the American Association of Teachers Colleges were in general agreement as to the acceptability of the principles used by the sub-committee as a basis for the development of the questionnaire for the study.¹

Of the nine basic principles that were suggested as guides, the author selected three for special emphasis that were particularly important in the student teaching experience. These three are as follows:

Principle II: The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student. . . .

Principle IV: The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activity, both in and out of school.

Principle V: Professional laboratory experiences should be cooperatively developed by the student and his advisors.²

Principles II and IV are pertinent especially to this phase of the discussion. Principle II is supported by the conviction that the status of the learner should be the basis for planning what experiences he should have, at what time and in what sequence he should have them, and how they should be developed.

¹John G. Flowers (chairman) and others, School and Community Laboratory Experiences in Teacher Education (The Sub-committee of the Standards and Surveys Committee of the American Association of Teachers Colleges, 1948), pp. 16-39.

²Ibid., pp. 164-165.

Principle IV is based on the idea that in student teaching a student teacher should acquire a practical and broad perspective of the teacher's position through responsible participation in all the major phases of a teacher's responsibility. This principle represents a common viewpoint in the present-day thinking concerning the purposes of the student teaching program.¹

Curtis and Andrews said:

The purpose or function of student teaching across the country, generally speaking, is to provide opportunities, under guidance, for the student to develop and evaluate his competencies in the major areas of teacher activity in the public schools.²

Evenden stressed the importance of a broad student teaching experience so that the student teacher would have an opportunity to find out at first hand something about school-community interplay and its significance for a teacher's work.³

Parmenter said that the student teaching program should serve a dual purpose. It should provide experiences in the instructional activities concerned directly with the classroom, with teaching, and with related school-community aspects. Another phase should provide experience pertaining to the organization, administration, and supervision

¹Ibid., p. 19.

²Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teacher (New York: Prentice-Hall, Inc., 1954), p. 4.

³E. S. Evenden (chairman), The Improvement of Teacher Education (a final report by the Commission on Teacher Education, Washington, D. C.: American Council on Education, 1946, pp. 100-101.

of the school system of which the student teacher is a part.¹

Below is listed a tentative set of objectives for student teaching developed by the staff at Illinois State Normal University, Normal, Illinois. These objectives are typical of what staffs of teacher-training institutions are developing to help them provide a practical and broad experience for their student teachers:

1. To provide experiences for the student that will develop desirable personal characteristics and desirable relationships with others.
2. To provide experiences for the student that will develop ability of the student to work effectively with parents and other citizens in promoting the education and general welfare of the pupils.
3. To provide opportunities to develop continually a philosophy of education that is sound, workable, growing, and democratic.
4. To provide experiences for the student in using methods of instruction to the point where he will be competent to undertake and do independent teaching.
5. To provide experiences for the student teacher in recognizing individual differences in pupils and in providing for such differences in teaching.
6. To provide experiences in evaluating the results obtained in teaching and in accomplishing the general objectives of the school program.
7. To provide experiences for the student that will develop desirable professional interests, attitudes, and ideals.
8. To provide experiences for the student that will enable him to see his responsibility to the administration, both in carrying

¹John A. Parmenter, "Expanding the Role of Student Teaching Through an Internship Program," Educational Administration and Supervision, 40 (March 1954), 129-143.

out administrative assignments and in using democratic procedures for improving school administration.

9. To provide opportunities for the student to improve his academic background that is needed in teaching.¹

In the organization and material of their books, writers of textbooks for the supervision and guidance of student teachers have reflected the value to the student teacher in gaining direct experience in all the major phases of a teacher's responsibility and have outlined what they think are the major areas of a teacher's activity.

Schorling and Batchelder discussed the experiences for a student teacher under the following chapter headings: (1) A Successful Beginning; (2) Learning to Understand Pupils; (3) The Role of the Classroom Teacher in the Total Guidance Program; (4) Discipline as an Aspect of School Morale and Character Education; (5) Principles of Routine and Classroom Management; (6) Teacher and Pupils Plan Together; (7) The Broader Concept of Method; (8) A More Interesting and Challenging School Day; (9) The Slow-learning Pupil; (10) Audio-visual Aids for the Classroom; (11) Extra-classroom Duties of a Teacher; (12) The Broader Concept of Appraisal; and (13) Professional Growth and Personal Advancement.²

Gruhn considered the following topics in his book on the student teaching experience: (1) Student Teaching Is Important; (2) Before

¹Flowers, op. cit., p. 144.

²Raleigh Schorling and Howard T. Batchelder, Student Teaching in Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1956), p. xiii.

You Begin; (3) Getting Started; (4) Preparing Teaching Plans; (5) Methods Need Attention; (6) Meeting Pupil Needs; (7) Evaluating, Recording, and Reporting Pupil Progress; (8) Problems of Management and Discipline; (9) Helping with Guidance; (10) Extra-class Activities; (11) Administrative and Professional Responsibilities; (12) Know the Community; (13) Your Professional Relationships; (14) How Well Did You Do?; and (15) You Want a Position.¹

IV. THE ROLE OF THE SUPERVISOR

As previously discussed, the good student teaching program is geared to the needs of the individual student teacher and helps the student teacher develop competencies in the major phases of teaching. To be effective, guidance must be consistent with these aims.

For the kind of guidance which provides for the necessary continuity, breadth, and balance of experience, a broad and well-integrated program of supervision is required. The need for such a program has become increasingly important, but more difficult to implement and maintain because of the trend toward the expansion and dispersal of student teaching programs in time, space, and substance. To build and maintain an effective program of supervision, certain principles and procedures are basic.

¹Gruhn, op. cit., pp. v-vi.

Important principles of supervision for student teaching. Flowers stressed three ideas that are basic to guidance of the student teacher: (1) the student teacher should have a considerable part in the development and evaluation of his experiences; (2) adequate supervision and guidance should involve a cooperative effort by the college supervisor or supervisors and the classroom teacher-supervisor; and (3) the evaluation of the student teacher must be continuous.¹

The twenty-eighth annual yearbook of The Association for Student Teaching concerns evaluation of student teaching. It lists the following principles of evaluation for appraisal of a program of evaluation:

- (1) evaluation of student teaching must give attention to all aspects of teaching competence; (2) values must be clarified because they determine the kind of teaching which will be emphasized as evaluation is carried on; (3) evaluation of student teaching must be done cooperatively; (4) evaluation is a continuous process and must be operative throughout the entire program; (5) evaluation is part and parcel of the student teaching process and must not be viewed as a separate, discrete aspect; (6) evaluation of student teaching must be carried on in a variety of teaching-learning activities in which teaching competence is observable; (7) self-evaluation leading to increasing self-direction is an essential feature of sound evaluation; (8) evaluation is effective to the extent that sound principles of learning are used in the program;

¹Flowers, op. cit. p. 202.

(9) a variety of appraisal instruments, techniques, and devices should be used; (10) evaluation instruments and techniques should be selected in accordance with the needs that exist at a given time; (11) comprehensive records are needed to assure intelligent interpretation of evidence gathered through evaluation.¹

Major phases of the student teaching period through which the student teacher and the supervisors normally should progress cooperatively are: (1) the assignment of the student teacher; (2) the development and organization of activities; (3) the orientation of the student teacher to the student teaching experience; (4) the provision and supervision of experiences during the student teaching experiences; and (5) the evaluation of the student teacher.

Supervisory techniques and instruments. When using a cooperative procedure in providing for the individual needs of the student teacher throughout the major phases of the student teaching program, effective means of communication are necessary. The efficient and appropriate use of a variety of techniques and instruments is essential.

The two most frequently used techniques or instruments are observation and conferences. The student teacher observes the class, extra-class, and community activities of the classroom teacher-supervisor. The

¹Grim, Paul R. (chairman), The Evaluation of Student Teaching, 1949 Yearbook of The Association for Student Teaching (Lock Haven, Pa.: State Teachers College, 1949), pp. 11-16.

supervisors, in turn, observe the student teacher as he assumes responsibility in these same areas. The observations and resulting conferences must occur frequently and at appropriate times so that the necessary cooperative evaluation, guidance, and planning evolve.

A conference may be individual, group, formal, or informal, but certain general characteristics must be present if the maximum value is to be derived. The effective conference: (1) is based on the needs of the student teacher; (2) is based on good human relationships; (3) is recorded; and (4) takes steps towards solving the problems raised.¹

Many types of written materials for guidance are used in student teaching supervision. Some of the more frequently used are: (1) handbooks or manuals for the supervisors and/or the student teacher; (2) memoranda sheets sent to the classroom; (3) periodic form reports made by the student teacher to his college supervisor; and (4) informal letters between the student teacher and the college supervisor.²

Respective and comparative role of supervisors. The use of the off-campus cooperating school makes the classroom teacher-supervisor the key supervisor in the student teaching program. Lingren called the classroom teacher-supervisor the vital link in the student teaching program. All other phases of the program may function well, but success depends on the classroom teacher-supervisor who must provide the

¹Flowers, op. cit., p. 206.

²Ibid., p. 228.

experiences and day-by-day guidance. Lingren advocated the increased use and strengthening of state certification requirements as an aid to the securing and selecting of capable classroom teacher-supervisors.¹

In emphasizing the importance of the classroom teacher-supervisor, Wiggins stressed the necessity of the careful selection and training of them. He recommended the use of workshops and internship courses for the classroom teacher-supervisors that run parallel with the student teaching period.²

Flowers found in the study of teachers colleges that in all phases except the assignment of the student teacher, the classroom teacher-supervisor was the key person in the guidance of student teaching experiences.³

Curtis and Andrews said the classroom teacher-supervisor should try to establish a close partnership or team relationship with the student teacher. They suggested that the student teacher should be taken in by the classroom teacher-supervisor with full status as a junior partner so they can join forces in working for the best interests of the pupils.⁴

¹Vernon C. Lingren, "The Certification of Cooperating Teachers in Student Teaching Programs," Education Administration and Supervision, XIII (December 1957), 403-407.

²Sam P. Wiggins, "Improving Off-campus Teaching," Education, LXXIII (June 1953), 622-629.

³Flowers, op. cit., p. 203.

⁴Curtis and Andrews, op. cit., p. 7.

Dickson called human relationships the crux of an effective student teaching program. He pointed out that the failure of the supervisors and student teacher to establish and maintain correct cooperative and teamwork relationships is the greatest danger to the success of any student teaching program.¹

An important task of college supervision in the student teaching program, whether performed by one or several persons, is that of liaison. To successfully coordinate and facilitate the assignment, experiences, and evaluation of the student teacher, the college supervisor or supervisors must maintain close contact with the student teaching situation through visitation, observation, conferences, and written materials.

V. SUMMARY

The chapter on the background of the problem was concerned with: (1) the history of teacher education; (2) the organization and development of student teaching programs; (3) criteria for student teaching programs; and (4) the role of the supervisor in student teaching.

The background of the problem revealed a number of distinct developments and trends in student teaching. The most significant of these developments and trends, under the topic heading in which they appeared in the review, are presented as the summary of this chapter.

¹George E. Dickson, "The Crux of an Effective Student Teaching Program," Educational Administration and Supervision, XXXIX (March 1953), 139-146.

A brief history of teacher education. In this area there has been the development of the concept of the need for student teaching programs to keep pace with the modern philosophy and psychology of education.

Organization and development of student teaching. The developments and trends regarding this topic are:

1. The development of the use of the off-campus school.
2. The development of the use of both the on-campus laboratory school and the off-campus cooperating school so that prospective teachers may have experience in both forward-looking schools and rather typical schools.
3. The development of the concept of larger blocks of time for student teaching, including the concept of full-time student teaching.

Criteria for student teaching programs. The developments and trends regarding this topic are:

1. The development of the concept that the nature and extent of student teaching experiences, and the guidance of the student teacher through these experiences, should be planned in terms of the abilities, interests, and needs of the student teacher.
2. The development of the concept that student teaching should be so designed as to afford opportunity for responsible participation in all of the important phases of a teacher's activity, both in and out of school.

The role of the supervisor. The developments and trends regarding this topic are:

1. The development of the concept that supervision and guidance of the student teacher should involve a cooperative effort by the college supervisor or supervisors and the classroom teacher-supervisor.
2. The development of the concept that the student teacher should have a considerable part in the development of his student teaching activities and the guidance and evaluation of those activities so that self-direction is encouraged.
3. The development of the concept that evaluation of the student teacher should be purposeful, comprehensive, cooperative, and continuous.
4. The development of the need for effective communication in the cooperative development and supervision of student teaching and the resulting necessity for the appropriate use of a variety of techniques and instruments in meeting this need.
5. The development of the concept of the vital importance of human relationships in student teaching supervision.
6. The development of the concept of the classroom teacher-supervisor as being the key supervisor and vital link in the student teaching program.
7. Emergence of college supervisor as a liaison specialist who coordinates and facilitates the student teaching experience.

8. The development of emphasis upon upgrading the qualifications of supervising personnel through pre-service and in-service education and training, and the increased use and strengthening of certification requirements.

9. The development of the concept of student teaching as a "genuine assistantship," with a junior-senior partnership as the basis for the relationship between the student teacher and the classroom teacher-supervisor.

In much as possible, the topical organization and presentation of the material follows the chronological sequence of the student teaching program. The chapter is divided into the following divisions: (1) Basic Structure of the Program; (2) Assignment of the Student Teacher; (3) Organization of Activities and Experiences; (4) Preparing for and Observing the Student Teacher; (5) Areas of Experience Provided for the Student Teacher Through the Classroom Teacher-supervisor; (6) Structure of Supervision; and (7) Evaluation of the Student Teacher.

1. BASIC STRUCTURE OF PROGRAM

Length of the student teaching period. Of the seventeen colleges

CHAPTER III

RESULTS OF THE QUESTIONNAIRE

This chapter presents the findings of the questionnaire regarding the role of the college supervisors and the classroom teacher-supervisors in the secondary student teaching programs of Iowa colleges and universities and the public, laboratory, and parochial schools which they utilized during the winter and spring of 1958. The questionnaire was designed to determine the basic structure of the student teaching programs, the general nature and organization of the various phases of the programs, the responsibilities assumed by the supervisors in the phases, and how they respectively and comparatively functioned in relation to those responsibilities.

As much as possible, the topical organization and presentation of the material follows the chronological sequence involved in the usual student teaching program. The chapter is divided into the following divisions: (1) Basic Structure of the Program; (2) Assignment of the Student Teacher; (3) Organization of Activities and Experiences; (4) Preparing for and Orienting the Student Teacher; (5) Areas of Experience Provided for the Student Teacher Through the Classroom Teacher-supervisor; (6) Structure of Supervision; and (7) Evaluation of the Student Teacher.

I. BASIC STRUCTURE OF PROGRAM

Length of the student teaching period. Of the seventeen colleges

and universities responding to the question regarding the length of the student teaching period, the number and per cent who responded to each item are shown in Table II. Because some schools used periods of different length, they responded to more than one item. As a result, the total of the number column is greater than seventeen and the total of the per cent column is greater than one hundred. Because the total figures are not significant, they are not included.

TABLE II
LENGTH OF STUDENT TEACHING PERIOD AS REPORTED
BY SEVENTEEN IOWA COLLEGES AND
UNIVERSITIES IN 1958

	Number	Per cent
One semester	11	64
Two semesters	3	18
One quarter	2	12
Two quarters	0	0
Other	6	35
Total*		

*Because some schools checked more than one item, the number column totals more than seventeen and the per cent column totals more than one hundred. The total figures are not significant so they are not included.

Of the 6 schools checking "other," two schools reported a nine-week period, and one each reported: a twelve-week period consisting

of two six-week terms; a six-week period; a six-week period consisting of two three-week terms. One school checked "other" but did not specify.

The data for this question show that 11 of the seventeen schools used a period of one semester. No other period length was used by more than three schools. A two-semester period was used by 3 schools. A one-quarter period and a nine-week period, respectively, were used by 2 schools.

Of the forty college supervisors responding to the question regarding the length of the student teaching period in which they participated, the number and per cent who responded to each item are shown in Table III.

TABLE III
LENGTH OF STUDENT TEACHING PERIOD AS REPORTED IN 1958
BY FORTY IOWA COLLEGE SUPERVISORS

	Number	Per cent
One semester	14	35
Two semesters	5	13
One quarter	2	5
Two quarters	0	0
Other	21	19
Total*		

*Because some college supervisors supervised in programs using different length periods, they responded to more than one item. Because of this, the total column figures are not significant so they are not included.

Of the 21 college supervisors checking "other," seven reported a period of six weeks; four, nine weeks; three, six weeks consisting of two three-week terms; one each for six to twelve, six to nine, and six to eight weeks; four did not specify the length of the period.

The data show that 35 per cent of the college supervisors worked in a period of one semester in length. This was double the percentage of those working in a period of six weeks in length. The next most common period lengths were the two-semester and nine-week periods.

Of the 340 classroom teacher-supervisors responding to the question regarding the length of the student teaching period in which they participated, the number and per cent who responded to each item are shown in Table IV.

TABLE IV

LENGTH OF STUDENT TEACHING PERIOD AS REPORTED IN 1958
BY 340 CLASSROOM TEACHER-SUPERVISORS

	Number	Per cent
One semester	128	37
Two semesters	5	2
One quarter	51	15
Two quarters	0	0
Other	156	46

Of the 156 classroom teacher-supervisors checking "other," twenty-four reported a period of three weeks; eighteen, six weeks; ten, seventy-five to one hundred clock hours; five, nine weeks; one, three quarters. Twenty-one specified meaninglessly and seventy-seven did not specify. A few periods specified were within a week or less of one of the above categories. They were included in the number corresponding to the category designating the period length closest to theirs.

These data suggest that over twice as many classroom teacher-supervisors were connected with the one-semester length period as were connected with the one-quarter length period. In the following order of frequency the classroom teacher-supervisors were next most frequently connected with the three-week and six-week period.

In this and the following question the large number who did not specify when checking the "other" category made the response less representative and conclusive than desired.

Time spent each day with the student teacher. Of the 356 classroom teacher-supervisors responding to the question regarding the amount of time each day that the student teacher spent with the classroom teacher-supervisor, 109, at 31 per cent, reported one-half day; and 98, at 28 per cent, reported all day.

Of the 149 classroom teacher-supervisors checking "other," thirty-two reported a time of one period or approximately one hour; fifteen, two periods or approximately two hours; five, one to three periods or approximate hours; two, three periods or approximately

three hours. Twenty-three designations were meaningless, and sixty-three did not specify.

This information concerning the amount of time spent by the student teacher each day with the classroom teacher-supervisor shows that the most common intervals were the one-half day and all-day intervals. Approximately one-fourth as common was the one-period interval.

Type of school in which supervisors supervised. Of the forty-one college supervisors responding to the question regarding the type of secondary school in which they supervised a student teacher, forty, at 98 per cent, reported public; three, at 7 per cent, reported parochial; one, at 2 per cent, reported laboratory (run by college).

Of the 370 classroom teacher-supervisors responding to the question regarding the type of secondary school in which they supervised a student teacher, 362, at 98 per cent, reported public; 8, at 2 per cent, reported parochial; none reported laboratory (run by college).

This information shows that almost all supervisors supervised in public secondary schools. The information concerning the response of college supervisors lists one college supervisor as supervising in a laboratory school. No names of the classroom teacher-supervisors in the laboratory school were sent to the investigator by the director of secondary student teaching in the college that utilized the laboratory school. This is the reason that no classroom teacher-supervisor responded as being a supervisor in a laboratory school.

II. ASSIGNMENT OF STUDENT TEACHER

Factors serving as a basis for assignment. Of the forty college supervisors responding to the question regarding the factors which serve as a basis for the assignment of student teachers to a particular area or class, the number and per cent who responded to each item are shown in Table V.

TABLE V

BASIS FOR THE ASSIGNMENT OF STUDENT TEACHERS AS REPORTED
BY FORTY IOWA COLLEGE SUPERVISORS IN 1958

	Number	Per cent
The request of the student teacher	31	78
The specific needs and abilities of the student teacher as outlined in a joint conference of the student teacher, college supervisor and/or director of student teaching	21	53
The specific needs and abilities of the student teacher as outlined by his major professor	6	15
The need for experience in major and minor teaching areas	23	58
The need for teaching experience in the major field only	9	23
The particular opportunities available in the given student teaching situation	27	68
The special competencies and interests of the classroom teacher-supervisor	15	38
Other	2	5

In descending order of frequency ranging from 78 to 53 per cent, the following factors served as a basis for assignment: (1) the request of the student teacher; (2) the particular opportunities available in the given student teaching situation; (3) the need for experience in major and minor teaching areas; and (4) the specific needs and abilities of the student teacher as outlined in a joint conference of the student teacher, college supervisor, and/or director of student teaching.

The special competencies and interests of the classroom teacher-supervisor were considered in 38 per cent of the cases, and the help of the major professor was employed in only 15 per cent of the cases.

Those who make the assignment. Of the forty college supervisors responding to the question regarding who makes the assignment of the student teacher, the number and per cent who responded to each item are shown in Table VI.

The figures reveal that in about three-fourths of the cases the director of student teaching made the assignment of the student teacher. Others who had this responsibility, but much less frequently, were the principal of the cooperating school, the major professor of the student teacher, and the superintendent of schools.

When classroom teacher-supervisor is informed of assignment. The data regarding when the classroom teacher-supervisor was informed of the student-teacher assignment are presented in Table VII. The data

TABLE VI

WHO MAKES THE ASSIGNMENT OF THE STUDENT TEACHER AS REPORTED
BY FORTY IOWA COLLEGE SUPERVISORS IN 1958

	Number	Per cent
The director of student teaching	29	73
The principal of the cooperating school	7	18
The student's major professor	5	13
The heads of academic departments	2	5
The executive officer of the school or college of education	2	5
The superintendent of schools	5	13
Other	11	28

indicate that over two-thirds of the classroom teacher-supervisors were informed of the assignment a day or two prior to the student teacher's arrival. Of the classroom teacher-supervisors checking this option, 47 per cent said they were informed by the principal, and 21 per cent by the college supervisor. This suggests that in over two-thirds of the instances it was the principal's responsibility to notify the classroom teacher-supervisor of the assignment; about one-third of the classroom teacher-supervisors were informed of the assignment by the college supervisor.

Being difficult to separate into discreet items and to present in tabular form, the responses of those who checked "other" are just as

helpful generalized. Most of the college and classroom teacher-supervisors stipulated a time ranging in equal distribution from the day of arrival to four months before the beginning of the period. To summarize the information, it appears as if a few of the classroom teacher-supervisors were informed of the assignment upon arrival, most were informed a day or two before the beginning of the period by the principal or college supervisor, and the majority of the others who specified were informed from one week to four months before.

TABLE VII

RESPONSE OF 39 COLLEGE SUPERVISORS AND 356 CLASSROOM TEACHER-SUPERVISORS
REGARDING WHEN THE CLASSROOM TEACHER-SUPERVISOR WAS INFORMED
OF THE STUDENT-TEACHER ASSIGNMENT, IOWA, 1958

When	College supervisor responses		Classroom teacher-supervisor responses	
	Number	Per cent	Number	Per cent
When the student teacher arrived at the beginning of the period of student teaching	2	5	34	10
When asked by the college supervisor to arrange a preliminary conference with the student teacher a week or more before the beginning of the student teaching period	10	26	60	17
A day or two prior to the student teacher's arrival	26	67	248	70
Other	11	28	24	7

III. ORGANIZATION OF ACTIVITIES AND EXPERIENCES

Who assists director of student teaching in program development.

Of the thirty-eight college supervisors responding to the question regarding those who assisted the director of student teaching in the development of the student teaching program, the number and per cent who responded to each item are shown in Table VIII.

TABLE VIII

WHO ASSISTS DIRECTOR OF STUDENT TEACHING IN PROGRAM DEVELOPMENT
AS REPORTED BY THIRTY-EIGHT COLLEGE SUPERVISORS
IN IOWA, 1958

	Number	Per cent
College supervisors as a group	14	37
Classroom teacher-supervisors as a group	15	39
College supervisors, classroom teacher- supervisors, and college instructors as a group	7	18
Administrators of the cooperating schools and the college supervisors . . .	21	55
Curriculum director or directors of the cooperating school or school system and the college supervisor	8	21
The student teacher	10	26
Other	3	11

These figures indicate that the college supervisors and the

administrators of the cooperating secondary schools were most often responsible for assisting the director of student teaching in the development of the program. Almost as often, the college supervisors as a group and the classroom teacher-supervisors as a group were responsible for assisting. The frequency and distribution with which the remaining items were checked suggests that various combinations of people connected with the programs were used and almost all persons directly connected with the program gave substantial assistance to the director.

Although the classroom teacher-supervisors appear to have assumed a substantial part, the general trend of the data shows that the college supervisors played the major role of assisting the director of student teaching in the development of the student teaching program.

In the conclusions drawn for this and many of the remaining questions, the "other" responses will not be considered whenever they are few in number and/or insignificant for any inferences that might be drawn from the over-all response of the question.

Organization of teaching-learning experiences and responsibilities. Of the forty college supervisors responding to the question regarding the organization of the teaching-learning experiences and responsibilities of the student teacher, the number and per cent who responded to each item are shown in Table IX.

The strongest response was the 60 per cent for the item concerned with organizing the experiences and responsibilities so they are adjusted

to the needs, abilities, and interests of the student teacher. The first two items, both of which are of integral importance to the realization of the third item, appear inconsistently low. If a program is to be organized so that the experiences and responsibilities are adjusted to the needs of the student teacher, it seems that a program that is both scheduled and flexible is necessary.

TABLE IX
ORGANIZATION OF TEACHING-LEARNING EXPERIENCES AND RESPONSIBILITIES
OF STUDENT TEACHER AS REPORTED BY FORTY COLLEGE
SUPERVISORS IN IOWA, 1958

	Number	Per cent
So there is a scheduled program (sequence) of responsibilities	14	35
So there are scheduled responsibilities with the order of experience flexible . .	18	45
So the responsibilities are adjusted to the needs, abilities, and interests of the student teacher	24	60
According to the philosophy of the individual classroom teacher- supervisor	16	40
According to the nature of the par- ticular class	20	50
According to the previous practices of the classroom teacher-supervisor	8	20
Other	3	8

Factors determining which activities were included. Of the forty college supervisors responding to the question regarding factors that determine which activities are included in the classroom teaching experience for each student teacher, the number and per cent who responded to each item are shown in Table X.

TABLE X

FACTORS DETERMINING STUDENT TEACHER CLASSROOM EXPERIENCES AS REPORTED
BY FORTY COLLEGE SUPERVISORS IN IOWA, 1958

	Number	Per cent
The needs and interests of the student teacher	25	64
The particular opportunities available in the given student teaching situation	31	80
A college policy which assures the student teacher contact with at least one experience within each of the major aspects of a teacher's work . .	8	21
The areas requested by the student teacher	9	23
A college policy that certain experiences must be provided for every student teacher	5	13
A college policy which requests or suggests that certain experiences be provided for every student teacher	22	56
Other	2	5

The second item, which is concerned with the particular opportunities available in the given student teaching situation during the period the student teacher is there, was the most frequently checked item. The response was 80 per cent. Other frequently checked items were that of the needs and interests of the student teacher, and a college policy which requests or suggests that certain experiences be provided for every student teacher. These items were checked, respectively, by 64 and 56 per cent. Only 13 per cent designated a policy that certain experiences must be provided for every student teacher, and just 21 per cent designated a policy that assured the student teacher contact with at least one experience within each of the major aspects of a teacher's work.

IV. PREPARING FOR AND ORIENTING THE STUDENT TEACHER

Preparation by the classroom teacher-supervisor for the student teacher. Of the 343 classroom teacher-supervisors responding to the question regarding the preparation by the classroom teacher-supervisor for the student teacher prior to his entering into the student teaching experience, the number and per cent who responded to each item are shown in Table XI.

The data show that of the different types of preparatory action taken, the personal conference with the student teacher, with a response of 57 per cent, was twice as commonly designated as any other. A third to a fourth as common, and listed in descending order as to frequency

of designation, were: (1) reviewing the student teacher's cumulative record; (2) having a simple social contact with the student teacher; and (3) having a conference with the college director of student teaching, college supervisor, or principal concerning the student teacher. The over-all response to this question was quite low.

TABLE XI

PREPARATION FOR STUDENT TEACHER AS REPORTED BY 343 CLASSROOM
TEACHER-SUPERVISORS IN IOWA, 1958

	Number	Per cent
Reviewed the student teacher's cumulative record	84	24
Had a personal conference with the student teacher	197	57
Wrote the student teacher a note of welcome	24	7
Had a simple social contact with the student teacher	74	22
Had a conference with the principal concerning the student teacher	44	13
If necessary, had a conference with the college director of student teaching or the college supervisor	54	16
Other	26	8

Orientation of the student teacher. Of the 364 classroom teacher-supervisors responding to the question regarding how the classroom teacher-supervisor helped the student teacher adjust to the student

teaching experience, the number and per cent who responded to each option are shown in Table XII.

These figures indicate that the classroom teacher-supervisor most frequently assisted the student teacher in adjusting to the areas concerned with: (1) getting acquainted with the important personnel of the school; (2) becoming familiar with regulations and procedures concerning student absence, tardiness, records, and discipline; (3) becoming familiar with materials of instruction; and (4) introducing the student teacher as a professional.

Most of the areas of assistance for adjustment that were provided least frequently were concerned with familiarizing the student teacher with: (1) fire regulations and drill procedure; (2) health regulations; (3) playground regulations; and (4) the students, community, how the class fits into the school program, and how the school fits into the community. Also rating low was the area concerned with inviting the student teacher to attend the professional meetings and conferences that occur within or near the city.

The item concerning the familiarizing of the student teacher with playground regulations is understandably low as many of the cooperating schools probably did not have playground regulations because they were not needed. Why such a seemingly important area as health regulations rated so low is less easy to imagine.

Although some areas rated strong, it is surprising that they and the other areas did not rate stronger than they did. An implication

TABLE XII

HOW CLASSROOM TEACHER-SUPERVISOR HELPED STUDENT TEACHER ADJUST AS REPORTED
BY 364 CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958

	Number	Per cent
Seeing that the student teacher becomes acquainted with the other personnel in the school or school system who are important to the success of his student teaching experience	261	72
Helping familiarize the student teacher with school and classroom forms, bulletins, schedules, routines, records, and regulations such as:		
student absence	291	80
student tardiness	270	74
student records	271	74
fire regulations and drill procedure	168	46
hall and passing regulations	228	63
health regulations	153	42
playground regulations	123	34
discipline procedures	303	83
grading regulations	246	67
Helping familiarize the student teacher with:		
the school or school system plant and facilities	205	56
materials of instruction	262	72
the students, the community, how the class fits into the school program, and how the school fits into the community	147	40
Wherever and whenever possible, inviting the student teacher to attend P.T.A. meetings, faculty meetings, and other school functions which would broaden and complete the student teacher's experience	238	65
Inviting the student teacher to attend the professional meetings and conferences that occur within or near the city	185	51
Introducing the student teacher as a professional so that effective rapport could be initiated between the student teacher and the members of the class	282	77
Trying to establish an openminded and friendly relationship by:		
giving the student teacher the opportunity to utilize his own resources, intelligence, and initiative whenever possible:	303	83
giving fair treatment, sympathetic understanding, and professional correction	266	73
Other	19	5

may be that some student teachers were allowed little if any responsibility, and if they were, assistance for adjustment in many areas frequently was not provided.

V. AREAS OF EXPERIENCE PROVIDED FOR THE STUDENT TEACHER
THROUGH THE CLASSROOM TEACHER-SUPERVISOR

Professional attitudes. Of the 351 classroom teacher-supervisors responding to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of professional attitudes, the number and per cent who responded to each item are shown in Table XIII.

These data show a relatively strong response to the question as a whole. The responses for the particular items range from 47 to 90 per cent. The 47 per cent response to the fourth item is singularly weak. A low response in an item such as this may reveal an inadequacy of a program but not necessarily a failure on the part of those responsible. In many cases it is impossible to provide an experience because it is not a part of the particular program where the student teacher is located or because of some other reason. The highest frequency of response was connected with the items concerning: (1) cooperating with the classroom teacher-supervisor; (2) being dependable and prompt in meeting classroom responsibilities; and (3) being enthusiastic and willing to accept responsibility without being told.

TABLE XIII

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN PROFESSIONAL ATTITUDES
AS REPORTED BY 351 CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958

	Number	Per cent
Cooperating with classroom teacher-supervisor	317	90
Maintaining proper relationship with the principal, other staff members, and other teachers	264	75
Being enthusiastic and willing to accept responsibility without being told	291	83
Participating in faculty meetings, study groups, teacher organizations, P.T.A., and other similar activities	166	47
Being dependable and prompt in meeting classroom responsibilities	292	83
Setting up desirable personal objectives and following them	230	66
Being creative and suggesting improvements	259	74
Desiring to improve and having a good attitude towards self-evaluation and constructive criticism from others	273	78
Other	27	8

Planning for instruction. Of the 351 classroom teacher-supervisors responding to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of planning for instruction, the number and per cent who responded to each item are shown in Table XIV.

TABLE XIV

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN PLANNING FOR INSTRUCTION
AS REPORTED BY 351 CLASSROOM TEACHER-SUPERVISORS
IN IOWA, 1958

	Number	Per cent
Planning for a unit of work	301	88
Planning for each day's work	154	44
Using broad, meaningful objectives based on pupil needs as a basis for planning	191	54
Developing specific objectives, work habits, general attitudes, specific skills related to the learning area, and specific facts as a result of the learning experience	223	64
Including pupils in the planning	132	38
Relating the teaching or instruction to the pupils' needs	129	37
Other	7	2

According to these figures regarding planning for instruction, the predominant area of experience provided concerned planning for a unit of work. The percentage of classroom teacher-supervisors that

checked this item was 88. The next most frequently provided area concerned the developing of specific work habits, general attitudes, specific skills related to the learning area, and specific facts as a result of the learning experience. This percentage was 64. The data indicate that the student teacher's least frequently received experience in the areas concerning including pupils in the planning, and relating the teaching or instruction to the pupils' needs. This suggests that only a minority of the student teachers received experience in a kind of planning for instruction which gives definite consideration to the pupils as individuals.

Methodology and learning activities. Of the 337 classroom teacher-supervisors responding to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of methodology and learning activities, the number and per cent who responded to each item are shown in Table XV.

These figures indicate that approximately one-half of the classroom teacher-supervisors provided experiences in each of the areas of experience regarding methodology and learning activities. Two-thirds provided experience in the area of developing class activities that effectively work towards objectives. Less than one-third provided experience in the area of small group activities.

Materials of instruction. Of the 333 classroom teacher-supervisors who responded to the question regarding experiences provided for the

TABLE XV

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN METHODOLOGY AND LEARNING
ACTIVITIES AS REPORTED BY 337 CLASSROOM TEACHER-SUPERVISORS
IN IOWA, 1958

	Number	Per cent
Using the problem-solving approach	183	54
Using laboratory and activity techniques	188	56
Developing learning activities that effectively work towards objectives:		
individual activities	190	56
small group activities	102	30
class activities	217	65
Using discussion effectively	144	43
Providing for the gifted pupil	181	54
Providing for the slow-learning pupil	185	55
Developing individual assignments or projects	169	50
Developing supervised study	106	32
Other	9	3

student teacher through the classroom teacher-supervisor in the area of materials of instruction, the number and per cent who responded are shown in Table XVI.

These figures show that the classroom teacher-supervisors most frequently designated that they provided experience in the effective use of textbooks, audio-visual materials, and library materials. Regarding

the effective use of classroom facilities, experience was most frequently provided in the use of the blackboard and the bulletin board. The least frequently provided experiences concerned the effective use of community resources and classroom decoration.

TABLE XVI

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN MATERIALS OF INSTRUCTION
AS REPORTED BY 333 CLASSROOM TEACHER-SUPERVISORS
IN IOWA, 1958

	Number	Per cent
Effectively locating and/or using:		
textbooks	253	76
library materials	197	59
pamphlets	156	47
audio-visual materials	202	61
community resources	124	37
Effectively using the classroom facilities:		
blackboard	273	82
bulletin board	236	71
chairs (arrangement)	159	48
decoration (creating an appropriate classroom personality)	129	39
Other	15	4

Understanding and guidance. Of the 319 classroom teacher-supervisors who responded to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of understanding and guidance, the number and per cent who responded to each item are shown in Table XVII.

TABLE XVII

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN UNDERSTANDING AND GUIDANCE AS
REPORTED BY 319 CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958

	Number	Per cent
Effectively using:		
the standardized test	125	39
the sociogram	39	1
the cumulative record	159	50
informal discussion	215	67
the special interest list	55	17
home visitation and parent conference	44	14
the case study	20	6
the autobiography	42	13
compositions on interest or controversial topics	80	25
faculty meetings and other school personnel such as administrators, other teachers, and guidance specialists	128	40
the role-playing technique	20	6
the sociodrama	14	4
the anecdotal record	54	17
behavioral observation	103	32
the problems check list	36	11
Being effective in understanding individual pupils and meeting their needs, abilities, and interests in class, home room, and other activities	216	68
Assisting students in their adjustments and decisions involving personal, educational, vocational, and citizenship problems	177	55
Other		

These data show that designated most frequently as the provided areas of experience regarding understanding and guidance were: (1) being effective in understanding individual pupils and meeting their needs,

abilities, and interests in class, home room, and other activities; (2) assisting students in their adjustments and decisions involving personal, educational, vocational, and citizenship problems; and (3) effectively using informal discussion, the cumulative record, faculty meetings and other school personnel such as administrators, other teachers, and guidance specialists, the standardized test, and behavioral observation.

Infrequently checked were items concerning the newer and more specialized or individualized techniques such as: (1) the sociogram; (2) the sociodrama; (3) the role-playing technique; and (4) the case study. No more than 6 per cent of the classroom teacher-supervisors designated the provision of any one of these experiences.

Other infrequently designated items concerned experiences in the use of: (1) the special interest list; (2) compositions on interest; and (3) the anecdotal record. The percentages for these items ranged from 17 to 25.

Evaluation of pupil progress. Of the 313 classroom teacher-supervisors responding to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of evaluation of pupil progress, the number and per cent who responded to each item are shown in Table XVIII.

The data concerning the provision of experiences in the area of evaluation of pupil progress show that the first three and last areas alone ranked high. Recognizing the measurement of growth as a

continuous process was checked by 80 per cent of the classroom teacher-supervisors. The item concerned with developing and using effectively the various evaluative techniques such as tests and observation was designated by 65 per cent. Respectively, 59 and 61 per cent checked the items regarding the including of the pupils in their evaluation, and reporting to parents with report forms. From 19 to 26 per cent provided experience in using student profiles for evaluation.

TABLE XVIII

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN EVALUATION AS REPORTED
BY 313 CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958

	Number Per cent	
Recognizing the measurement of growth as a continuous process	247	80
Including the pupils in their evaluation	182	59
Reporting to parents:		
report forms	189	61
parent-teacher conferences	47	15
letter or notes to parents	48	16
Using student profiles for evaluation:		
elements of interest	82	26
ability to work in groups	80	26
ability to work alone	72	23
ability in being a leader	68	22
ability in being a follower	60	19
being liked by others	59	19
Developing and using effectively the various evaluative techniques such as tests and observation	200	65
Other	9	3

Administration of classes and home room. Of the 318 classroom teacher-supervisors responding to the question concerning experiences provided for the student teacher through the classroom teacher-supervisor in the area of administration of classes and home room, the number and per cent who responded to each item are shown in Table XIX.

TABLE XIX

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN ADMINISTRATION
OF CLASSES AND HOME ROOM AS REPORTED BY
318 CLASSROOM TEACHER-SUPERVISORS
IN IOWA, 1958

	Number	Per cent
Using records and reports (school forms) . . .	228	72
Caring for materials and equipment	258	81
Regulating heat, light, and ventilation . . .	231	73
Being efficient with items of routine such as checking attendance	267	84
Including the students in the adminis- trative responsibilities	146	46
Other	9	3

These figures indicate that most student teachers were provided experience in most of the areas concerning administration of classes and home room. The least frequently provided of the experiences concerned including the students in the administrative responsibilities.

Extra-class responsibilities. Of the 225 classroom teacher-supervisors responding to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of extra-class responsibilities, the number and per cent who responded to each option are shown in Table XX.

TABLE XX

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN EXTRA-CLASS RESPONSIBILITIES
AS REPORTED BY 225 CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958

	Number	Per cent
Attitude and ability in:		
working with clubs	97	43
assisting in assemblies	78	34
assisting in playground duty	54	24
assisting in hall duty	89	40
assisting in student council	27	12
assisting in special events such as for plays, athletic events, "open house," class night, talent shows, graduation, socials, etc.	146	65
Other	9	4

The figures show that experience in extra-class responsibilities was generally less frequently provided than experience in in-class responsibilities. However, 65 per cent did provide experience in assisting in special events. Once again the reader should consider that, for various reasons, many of these experiences were not easy and sometimes impossible to provide. For instance, an important experience such as assisting with the student council frequently would be difficult to

furnish. Only 12 per cent of the classroom teacher-supervisors stipulated that experience in assisting with the student council was provided through them for their student teacher.

Relationship with pupils. Of the 345 classroom teacher-supervisors responding to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of relationship with pupils, the number and per cent who responded to each item are shown in Table XXI.

These figures show that in about all the areas regarding relationship with pupils, approximately 60 per cent of the classroom teacher-supervisors designated that through them experience for the student teacher was provided.

School-community relationships. Of the 159 classroom teacher-supervisors responding to the question regarding experiences provided for the student teacher through the classroom teacher-supervisor in the area of school-community relationships, the number and per cent who responded to each item are shown in Table XXII.

These figures show that in all three of the areas regarding school-community relationships, approximately two-thirds of the classroom teacher-supervisors designated that through them experience for the student teacher was provided.

Individual abilities necessary for good teaching. Of the 329 classroom teacher-supervisors responding to the question regarding

TABLE XXI

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN RELATIONSHIP WITH PUPILS
AS REPORTED BY 345 CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958

	Number	Per cent
Using a sense of humor	210	61
Being democratic by entering activities without dominating them	181	52
Being fair, impartial, sympathetic, and professional	213	62
Respecting pupils' points of view	210	61
Creating a friendly classroom atmosphere . . .	216	63
Helping students feel secure and at ease . . .	211	61
Using good psychology and avoiding sarcasm with the students	198	57
Getting the students to accept him and feel confident in him as a resource person	208	60
Being able to secure cooperation, cour- tesy, and respect from the students	206	60
Using a positive and preventive approach towards discipline	210	61
Being able to handle discipline problems when they do arise	214	62
Other	17	5

TABLE XXII

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN SCHOOL-COMMUNITY RELATIONSHIPS
AS REPORTED BY 159 CLASSROOM TEACHER-SUPERVISORS
IN IOWA, 1958

	Number	Per cent
Becoming a part of the community by adapting to its standards and values	101	64
Assisting with youth groups	109	69
Promoting and participating in home room community projects such as "United Cam- paign," paper drives, bundle drives, etc. . .	108	68
Other	19	12

experiences provided for the student teacher through the classroom teacher-supervisor in the area of individual abilities necessary for good teaching, the number and per cent who responded to each item are shown in Table XXIII.

Of all the questions regarding experiences provided for the student teacher through the classroom teacher-supervisor, this question, concerning experiences provided in the area of individual abilities necessary for good teaching, received the strongest response. Implied in these figures is the fact that practically all of the classroom teacher-supervisors wanted their student teachers to be able to demonstrate facility in the exercising of such basic skills and abilities as having a good knowledge of the subject, a pleasing appearance, a tactful approach, and adequate communicative skills so they would be

TABLE XXIII

EXPERIENCE PROVIDED FOR STUDENT TEACHER IN INDIVIDUAL ABILITIES
NECESSARY FOR GOOD TEACHING AS REPORTED BY 329
CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958

	Number	Per cent
Thinking well on feet	311	94
Speaking distinctly and with good voice control	324	98
Using good English, grammatical structure, and able to express himself well	319	97
Writing and printing effectively	237	72
Having specialized knowledge of subject matter	292	89
Being tactful in dealing with contro- versial issues	269	82
Being explicit and thorough in giving directions	275	84
Being pleasing in personal appearance	287	87
Being able to use dramatization as an effective teaching technique	180	55
Being able to use the lecture as an effec- tive teaching technique	236	72
Being able to motivate and create incentives . . .	221	67
Having and appropriately using a broad background of information, anecdotes, and illustrations	181	55
Avoiding nervous mannerisms and poor posture such as slouching or putting feet on desk	239	73
Other	20	6

able to create and direct a good learning situation. Some of the more specialized experience areas were less frequently checked but, nevertheless, were provided in most cases by over one-half of the classroom teacher-supervisors.

VI. STRUCTURE OF SUPERVISION

Those responsible for supervision. Of the forty-one college supervisors responding to the question regarding those responsible for supervising student teaching activities, the number and per cent who responded to each item are shown in Table XXIV.

TABLE XXIV

THOSE RESPONSIBLE FOR SUPERVISING STUDENT TEACHING ACTIVITIES
AS REPORTED BY FORTY-ONE COLLEGE SUPERVISORS IN IOWA, 1958

	Number	Per cent
Classroom teacher-supervisor	35	85
Classroom teacher-supervisor and student teacher's major professor who planned the program cooperatively	4	10
College faculty member in the student teacher's field of special interest	11	27
Specially designated members of the college faculty	17	42
Other	6	15

As expected, the classroom teacher-supervisor was designated by almost all college supervisors as responsible for supervision of the

student teacher. Of the college supervisors responsible, 42 per cent were specially designated members of the college faculty, and 27 per cent were faculty members in the student teacher's field of special interest. In only 10 per cent of the instances did the student teacher's major professor work with the classroom teacher-supervisor in planning the program cooperatively.

Which supervisor has responsibility in certain problem areas.

The data concerning which supervisor had the responsibility of conferring with the student teacher concerning certain problems is shown in Table XXV. The classroom teacher-supervisors seemed to carry the major responsibility in more of the areas than did the college supervisors. Problem areas of responsibility in which the classroom teacher-supervisors rated high concerned: (1) Orientation to the school; (2) Selecting and using materials of instruction; (3) Evaluation; (4) Classroom management and routine; (5) Discipline; (6) Relationship with pupils; and (7) Pupil records and reports. Problem areas in which the college supervisor rated high concerned: (1) Orientation to the experience of student teaching; (2) Techniques of observing; (3) Relationship with classroom teacher-supervisor; (4) Professional ethics; (5) General educational theory; (6) Developing an educational philosophy; and (7) Job getting. The problem areas of responsibility for the classroom teacher-supervisor had a tendency to be connected with the specific and practical mechanics of the teaching situation. The responsibility of the college supervisor seemed to be more related to problems growing out of facilitating the

TABLE XXV

RESPONSES OF 39 COLLEGE SUPERVISORS AND 338 CLASSROOM TEACHER-SUPERVISORS IN IOWA, 1958,
REGARDING WHICH SUPERVISOR HAD RESPONSIBILITY OF CONFERRING WITH STUDENT TEACHER
CONCERNING CERTAIN PROBLEMS

Problems	Responses of college supervisors				Responses of classroom teacher-supervisors			
	College supervisors responsibility	Per cent	Classroom teacher-supervisors responsibility	Per Cent	College supervisors responsibility	Per cent	Classroom teacher-supervisors responsibility	Per cent
Orientation to the experience of student teaching	34	87	18	46	154	46	177	52
Orientation to the school as to its procedures, organization, and facilities	13	33	34	87	33	10	289	86
Study of children (guidance)	22	56	17	44	129	38	128	38
Techniques of observing	35	90	14	36	156	46	92	27
Selecting pupil experiences	12	31	23	56	77	23	144	43
Selecting and using materials of instruction	21	54	35	90	50	15	296	88
Evaluation of pupil growth	21	54	34	87	63	19	285	84
Providing for individual differences and dealing with problems of individual pupils	15	38	35	90	64	19	252	74
The technology of teaching	30	77	15	38	133	40	167	49
Evaluation (use of tests)	24	62	30	77	91	27	223	66
Classroom management and routine	17	44	34	87	45	13	273	81

TABLE XXV (continued)

Discipline	26	67	36	92	42	12	304	90
Relationship with pupils	24	62	34	87	60	18	200	59
Relationship with classroom teacher-supervisor	34	87	16	41	133	39	141	42
Relationship with other teachers and personnel of the school	30	77	25	64	96	28	198	59
Professional ethics	31	80	16	41	177	52	164	48
Relations with parents and their problems	19	49	25	64	78	23	171	51
Relations with and study of community	18	46	28	72	90	27	139	41
Pupil records and reports to parents	14	33	32	82	54	16	185	55
Professional growth and attitude	37	95	23	56	163	48	135	40
General educational theory . . .	34	87	10	26	186	55	101	30
Developing an educational philosophy	35	90	14	36	172	51	106	31
Job getting	33	85	7	18	170	50	53	16
Other	2	5	0	0	12	4	22	6

student teaching experience as a whole, and coordinating and welding together the theory of the college with the practice of the classroom situation.

Development and supervision of activities. The data regarding how student teaching activities were developed and supervised are presented in Table XXVI. The figures for both type supervisors show the most frequent procedures for the development and supervision of student teaching activities to be those described in items (1), (2), (3), and (6). The indication is that the college supervisors and classroom teacher-supervisors had about an equal part in the development and supervision of the student teaching activities, and that the student teachers themselves had a considerable voice in discussing problems and outlining plans for work.

Excluding item (7), there was general agreement in the trend of the comparative responses of the college supervisors and classroom teacher-supervisors. The disagreement on item (7), and the fact that the percentage of the response of the classroom teacher-supervisors ran much lower than that of the college supervisors, suggests that the classroom teacher-supervisors as a group may have felt that the college supervisors were doing less in the development and supervision of the activities than the college supervisors considered themselves as doing. Of the nineteen college supervisors who responded to the "other" category, about one-half designated the classroom teacher-supervisor either alone or with the student teacher, as having the responsibility for

TABLE XXVI

RESPONSE OF 39 COLLEGE SUPERVISORS AND 334 CLASSROOM TEACHER-SUPERVISORS
IN IOWA, 1958, REGARDING HOW STUDENT TEACHING ACTIVITIES WERE
DEVELOPED AND SUPERVISED

How activities were developed and supervised	College supervisor responses		Classroom teacher- supervisor responses	
	Number	Per cent	Number	Per cent
(1) College supervisor, class- room teacher-supervisor, and student teacher had three-way conferences to discuss problems and out- line plans for work	13	33	65	20
(2) College and classroom teacher-supervisors had two-way conference to dis- cuss problems and outline plans for work	16	41	52	16
(3) College supervisors had a regular schedule of visits to the classroom situation . .	16	41	63	19
(4) College supervisors visited the classroom situation only when asked by the director of student teach- ing	0	0	1	0
(5) College supervisors visited the classroom situation only when asked by the classroom teacher-supervisor	1	3	6	2
(6) College supervisors visited the classroom situation only when their student teacher was teaching	17	44	59	18
(7) College supervisors seldom visited the classroom situa- tion but worked with the student teacher on prob- lems and plans	2	5	80	24
(8) Other	7	18	40	12

the development and supervision of the student teaching activities. This suggests that the classroom teacher-supervisors may have carried more of this responsibility than the particular items allowed them to designate.

How the student teacher is helped. Of the forty-one college supervisors responding to the question regarding how the student teacher is helped to see needs for further study, and to deal with situations and problems met during the period of student teaching, the number and per cent who responded to each item are shown in Table XXVII.

These figures indicate that in most all programs the student teacher was helped to see needs for further study and to deal with situations and problems met through work with the classroom teacher-supervisor. In about three-fourths of the programs the college supervisors gave the same assistance through observation of and conferences with the student teacher. In 44 per cent of the programs the student teachers received help through discussion of problems in college courses or seminars.

Conferences with the director of student teaching. Of the thirty-seven college supervisors responding to the question regarding the nature of conferences held for all student teachers with the director of student teaching, eighteen, at 49 per cent, reported they were held occasionally; ten, at 27 per cent, reported they were held weekly; none reported that they were held monthly; eight, at 22 per cent, reported

TABLE XXVII

HOW STUDENT TEACHER IS HELPED TO SEE NEEDS AND DEAL WITH PROBLEMS
AS REPORTED BY FORTY-ONE COLLEGE SUPERVISORS
IN IOWA, 1958

	Number	Per cent
Through work with the classroom teacher- supervisor	38	93
Through observation of his student teaching by his college supervisor	36	88
Through conferences with his college supervisor	30	73
Through written reports of work done and problems met that are submitted to his college supervisor	10	24
By observation and conferences with fellow students	11	27
By his special advisor or guidance counselor .	5	12
By discussion of problems in college courses or seminars	18	44
Other	3	7

they were held according to some other schedule. These figures indicate that one-fourth of the college supervisors stipulated that the director of student teaching met weekly with all the student teachers. About one-half met occasionally.

Of those responding to "other," the majority said that the only group conference held by the director of student teaching was before the period of student teaching began. Concerning the conferences held

by the director of student teaching, in 24 and 11 per cent of the instances, the college supervisor and classroom teacher-supervisor, respectively, attended these conferences.

When the college supervisor supervised the student teacher. Of the forty-one college supervisors responding to the question regarding when the college supervisors supervised the student teacher, the number and per cent who responded to each item are shown in Table XXVIII.

TABLE XXVIII

WHEN COLLEGE SUPERVISOR SUPERVISED THE STUDENT TEACHER AS REPORTED
BY FORTY-ONE COLLEGE SUPERVISORS IN IOWA, 1958

	Number	Per cent
Once during the assignment	4	10
Twice during the assignment	20	50
Weekly	3	7
Monthly	1	2
Whenever the needs of the student teacher suggested the need for supervision	16	39
Only when requested by the classroom teacher-supervisor	0	0
Only when requested by the student teacher	0	0
Other	16	39

Of the 16 college supervisors who checked "other," four supervisors reported that they supervised three times during the assignment; three, by one conference at the college after the practice teaching periods were over; one each, at least four times during the assignment, whenever possible, daily. One did not specify.

The data indicate that the most frequent arrangement for supervising the student teacher was twice during the assignment. A minority indicated that they supervised the student teacher when there was a need. This suggests that the most common procedure was a flexible schedule which most frequently amounted to two instances of supervision per assignment. The response to item (3) in Table XXVI on page 74 indicates that the set schedule for supervision was also common. The response to this question as a whole was quite weak.

When the college supervisor held conferences. Of the forty college supervisors responding to the question regarding when they held conferences with the student teacher, the number and per cent who responded to each item are shown in Table XXIX.

Of those checking "other," three college supervisors reported that conferences were held after visits to the student teacher's teaching. One each designated that conferences were held periodically on visits; after one or two visits by college supervisor; after each visit to center.

The data for this question indicate that about one-half of the college supervisors held conferences with the student teacher as they

TABLE XXIX

WHEN COLLEGE SUPERVISOR HELD CONFERENCES WITH STUDENT TEACHER AS REPORTED
BY FORTY COLLEGE SUPERVISORS IN IOWA, 1958

	Number	Per cent
Daily	5	13
Weekly	14	35
As needed	19	48
At request of student teacher	13	33
Before each period that the student teacher was to have responsibility of an activity	5	13
After each period that the student teacher has had the responsibility of an activity	9	25
Held after each classroom teacher-supervisor demonstration	0	0
Other	4	10

were needed. About one-third held them weekly and/or whenever requested by the student teacher. The first item listed in the tabulation of the "other" responses considered along with the sixth item in the general presentation of the data for this question indicate that about one-third of the college supervisors held conferences with their student teacher after they had had the responsibility of an activity.

Written materials used for guidance. Of the thirty-nine college supervisors responding to the question regarding written materials used

for guidance in the student teaching program, the number and per cent who responded to each item are shown in Table XXX.

TABLE XXX

WRITTEN MATERIALS USED FOR GUIDANCE OF STUDENT TEACHERS AS REPORTED
BY THIRTY-NINE COLLEGE SUPERVISORS IN IOWA, 1958

	Number	Per cent
A handbook or manual for the student teacher	20	51
A handbook or manual for the classroom teacher-supervisor	15	38
A handbook or manual for the college supervisor	3	8
Informal letters between the student teacher and the college supervisor	9	23
Memoranda sheets sent to the classroom teacher-supervisor	10	26
Periodic form reports made by the student teacher to his college supervisor	15	38
Other	11	28

Of the three who designated under "other," one each used a guide sheet to student teachers, a textbook, and mimeographed materials.

About one-half of the college supervisors said the student teacher was provided a manual for guidance. In 38 per cent of the instances the student teacher made periodic form reports to the college supervisor. About one-fourth stipulated that the college supervisor and student

teacher communicated through informal letters for guidance purposes.

For the program coordination, 38 per cent of the supervisors said the classroom teacher-supervisors were provided with a handbook or manual, and 26 per cent said the classroom teacher-supervisor received memoranda sheets from the college.

VII. EVALUATION OF THE STUDENT TEACHER

Nature of the evaluation. Of the thirty-nine college supervisors responding to the question regarding the nature of the evaluation of the student teacher, the number and per cent who responded to each item are shown in Table XXXI.

The data indicate that in 62 per cent of the cases the student teacher continuously shared in the evaluative process as he and his advisor or advisors discussed his work and made plans for next steps. In 39 per cent of the instances the evaluation was designated as taking place as needed. By 33 per cent it was designated as taking place at stated intervals in the program. In about two-thirds of the instances it was designated that the student teacher was informed of the final composite evaluation through a conference with the college supervisor; in about one-half as many instances it was designated that the student teacher was informed through a conference with the classroom teacher-supervisor.

Those responsible for the evaluation. Of the thirty-eight college supervisors responding to the question regarding those responsible

TABLE XXXI

NATURE OF THE EVALUATION OF THE STUDENT TEACHER AS REPORTED
BY THIRTY-NINE COLLEGE SUPERVISORS IN IOWA, 1958

	Number	Per cent
Evaluation takes place as needed	12	39
Evaluation takes place at stated intervals in the program	13	33
The student teacher continuously shares in the evaluation process as he and his advisor or advisors discuss his work and make plans for next steps	24	62
The student teacher knows the final evaluation made by the classroom teacher-supervisor through a con- ference with the classroom teacher-supervisor	14	36
The student teacher knows the final composite evaluation through a conference with the college supervisor	26	64
Other	6	15

for the evaluation of the student teacher, the number and per cent who responded to each item are shown in Table XXXII.

The data indicate that the classroom teacher-supervisors played the dominant role in the evaluation of the student teacher. Also playing a major part were the college supervisors and directors of student teaching in that order. Of the persons listed, the student teacher

is shown to have shared the least responsibility in the evaluation. However, a third of the college supervisors designated that the student teacher had a part in his own evaluation.

TABLE XXXII

THOSE RESPONSIBLE FOR EVALUATION OF THE STUDENT TEACHER
AS REPORTED BY THIRTY-EIGHT COLLEGE SUPERVISORS
IN IOWA, 1958

	Number	Per cent
The classroom teacher-supervisor . . .	38	100
The student teacher himself	13	34
The college supervisor	28	73
The director of student teaching . . .	16	42
Other	2	5

Form of the final evaluation. Of the thirty-nine college supervisors responding to the question regarding the form of the final evaluation or rating of the student teacher, the number and per cent who responded are shown in Table XXXIII.

In 70 per cent of the cases the evaluation consisted of a single letter or percentage grade. A check list or rating blank with multiple or descriptive statements was used in 65 per cent of the cases. A letter or descriptive statement of achievement was used in 30 per cent of the cases.

TABLE XXXIII

FORM OF FINAL EVALUATION OF THE STUDENT TEACHER AS REPORTED
BY THIRTY-NINE COLLEGE SUPERVISORS IN IOWA, 1958

	Number	Per cent
Single letter or percentage grade	28	70
Letter or percentage grade for a series of designated aspects of the teaching process	6	15
Check list or rating blank with multiple or descriptive state- ments	26	65
Summary of cumulative anecdotal records	4	10
Letter or descriptive statement of achievement	12	30
Critical analysis with supporting evidence of the student teacher's ability to use basic educational principles in teaching-learning situations	7	17
Other	0	0

Who makes the final evaluation. Of the forty college supervisors responding to the question regarding who makes the final evaluation of the student teacher, the number and per cent who responded to each item are shown in Table XXXIV.

Of the 4 who checked "other," one specified. He mentioned that the college supervisor, classroom teacher-supervisor, and sometimes the principal, made the final evaluation together.

TABLE XXXIV

WHO MAKES FINAL EVALUATION OF THE STUDENT TEACHER AS REPORTED
BY FORTY COLLEGE SUPERVISORS
IN IOWA, 1958

	Number	Per cent
College supervisor	21	53
Classroom teacher-supervisor for use by the college supervisor	14	35
Classroom teacher-supervisor as an individual report	7	18
Director of student teaching as a composite report	13	33
Other	4	10

The figures indicate that the college supervisor made the final evaluation in 53 per cent of the cases. In 35 per cent of the instances the classroom teacher-supervisor contributed a final evaluation for use by the college supervisor. In 18 per cent of the cases the classroom teacher-supervisor assumed the major responsibility for the final evaluation. In 33 per cent of the cases the director of student teaching made the final evaluation as a composite report. The response to the second and fourth items of this tabular array indicates that the classroom teacher-supervisors contributed to the final evaluation even when the final responsibility for it belonged to the college supervisor or director of student teaching.

A summary of the findings of the questionnaire is presented in the concluding chapter.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY OF PROBLEM AND PROCEDURE

Problem. The purpose of this study was to determine the role of the supervisors in the secondary student teaching programs of Iowa colleges and universities during the winter and spring of 1958. More specifically, the investigator wished to determine: (1) the basic structure of the programs; (2) the general nature and organization of the different phases of the programs with which the supervisors were connected; (3) what responsibilities were assumed by the supervisors in the various phases of the programs, with special emphasis on what experiences were provided for the student teacher through the classroom teacher-supervisor; and (4) how the supervisors respectively and comparatively functioned in relation to their responsibilities in the different phases.

Procedure. As a basis for the study a questionnaire was developed to secure the needed information. All twenty-four of the Iowa colleges and universities which had secondary teacher-training programs were contacted and asked to participate in the study. College supervisors from seventeen programs and classroom teacher-supervisors from thirteen programs participated in the study. Questionnaires were distributed to the college supervisors through the directors of student teaching

and to the classroom teacher-supervisors through the principals of the cooperating secondary schools. Of the 50 college supervisors and 402 classroom teacher-supervisors who received a questionnaire, the number and per cent who responded are shown in these figures:

	<u>Number</u>	<u>Per cent</u>
College supervisors	41	82
Classroom teacher-supervisors	<u>367</u>	<u>91</u>
Total	408	90

For the presentation and interpretation of the data secured from the questionnaire, appropriate tables and tabular arrays were developed.

II. SUMMARY OF REVIEW OF LITERATURE

The review of literature revealed significant developments and trends in the following areas:

History of teacher education. There has been a development of the concept of the need for student teaching programs to keep pace with the modern philosophy and psychology of education.

Organization and development of student teaching programs. There has been a development of the use of the off-campus school and the off-campus and laboratory school together. There also has been a development of the concept of larger blocks of time for student teaching, including the concept of full-time student teaching.

Criteria for student teaching programs. There has been the development of the concepts that student teaching experiences and guidance should be planned in terms of the individual needs of the student teacher, and that student teaching should be designed to afford opportunity for responsible participation in all of the important phases of a teacher's activity, both in and out of school.

The role of the supervisor. There has been the development of the concepts that: (1) supervision and guidance of the student teacher should be comprehensive and involve a cooperative effort by the college supervisor(s) and the classroom teacher-supervisor; and (2) the evaluation of the student teacher should be cooperative, continuous, and comprehensive.

There also has been the development of: (1) the need for effective communication in the cooperative development and supervision of student teaching and the resulting necessity for the appropriate and effective use of a variety of techniques and instruments in meeting this need; (2) the concept of the classroom teacher-supervisor as being the key supervisor and the vital link in the student teaching program; and (3) the emergence of the college supervisor as a liaison specialist who coordinates and facilitates the student teaching experience.

III. SUMMARY OF QUESTIONNAIRE RESULTS

Basic structure of the program. The data from the questions in this area indicate that:

1. A student teaching period of one semester was used by eleven of the seventeen responding colleges. No other length period was used by more than three colleges. A two-semester period was used by three of the colleges and the nine-week and one-quarter periods were each used by two colleges.

Twice as many college and classroom teacher-supervisors were connected with the one-semester period than were connected with any other. The next most designated periods were the three-week and six-week.

2. Regarding the amount of time spent by the student teacher each day with the classroom teacher-supervisor, 31 per cent designated that the amount of time was one-half day and 28 per cent that it was all day. A one-period length of time was designated by 9 per cent.

3. Regarding the type of secondary school in which the supervisors supervised, 98 per cent of the college supervisors and 98 per cent of the classroom teacher-supervisors supervised in a public school. No classroom teacher-supervisors supervised in a laboratory school, but one of the responding college supervisors did. Supervising in a parochial school were 3 per cent of the college supervisors and 2 per cent of the classroom teacher-supervisors.

Assignment of the student teacher. The data for the questions in this area indicate that:

1. In descending order of frequency and ranging from 78 to 53 per cent, the following factors served as a basis for assignment:

(1) the request of the student teacher; (2) the particular opportunities available in the student teaching situation; (3) the need for experience in major and minor teaching areas; and (4) the specific needs and abilities of the student teacher as outlined in a joint conference of the student teacher, college supervisor, and/or director of student teaching. The special competencies and interests of the classroom teacher-supervisors were considered in only 38 per cent of the cases, and the help of the major professor was employed in only 15 per cent of the cases.

2. In 73 per cent of the cases the director of student teaching made the assignment of the student teacher. Next most frequently responsible were the principal or superintendent of the cooperating school or school system, respectively, who were designated in 18 and 13 per cent of the cases.

3. In about 70 per cent of the instances the classroom teacher-supervisor was informed of the assignment a day or two before the beginning of the student teaching period. About 17 per cent were informed a week or more prior to the beginning, and about 10 per cent did not learn of the assignment until the student teacher arrived to begin the student teaching period.

Organization of activities and experience. The data from the questions in this area indicate that:

1. Regarding the development of the student teaching program, in 55 per cent of the instances the administrators of the cooperating

schools and the college supervisors had responsibility for assisting the director of student teaching. In 39 and 37 per cent of the instances, respectively, the classroom teacher-supervisors as a group and the college supervisors as a group had responsibility for assisting.

2. In the organization of teaching-learning experiences and responsibilities, 60 per cent of the college supervisors said the experiences were organized so they were adjusted to the needs, interests, and abilities of the student teacher, 50 per cent according to the nature of the particular class, 45 per cent so there were scheduled responsibilities with the order of experience flexible, and 35 per cent so there was a scheduled program (sequence) of responsibilities.

3. Of the factors determining which activities were included in the student teaching experiences, the particular opportunities available in the given student teaching situation during the period the student teacher was there was the most frequently designated at 80 per cent. The item concerning the needs and interests of the student teacher was designated in 64 per cent of the cases. A college policy that certain experiences must be provided for every student teacher was designated by 56 per cent of the respondees. Only 21 per cent of the college supervisors designated that there was a college policy which assured the student teacher contact with at least one experience within each of the major aspects of a teacher's work.

Preparing for and orienting the student teacher. The data for the questions in this area indicate that:

1. Regarding preparing for the student teacher, the personal conference with the student teacher, with a 57 per cent response, was over twice as common as any other preparatory action taken. A third to a fourth as common were: (1) reviewing the student teacher's cumulative record; (2) having a simple social contact with the student teacher; and (3) having a conference with the college director of student teaching, college supervisor or principal concerning the student teacher. The over-all response to this question was quite low.

2. Regarding how the classroom teacher-supervisor helped the student teacher adjust to the student teaching experience, the most frequently designated items and their per cent of response are as follows: (1) helping familiarize the student teacher with discipline procedure, 83 per cent; (2) giving the student teacher the opportunity to utilize his own resources, intelligence, and initiative whenever possible, 83 per cent; (3) helping familiarize the student teacher with student absence regulations, 80 per cent; and (4) introducing the student teacher as a professional so that effective rapport could be initiated between the student teacher and the members of the class, 77 per cent. Some of the least frequently designated items and their per cent of response are as follows: (1) helping familiarize the student teacher with playground and health regulations, 34 and 42 per cent, respectively; (2) helping familiarize the student teacher with fire regulations and drill procedure, 46 per cent; (3) helping familiarize the student teacher with the students, the community, how the class fits into the school

program, and how the school fits into the community, 40 per cent; and (4) inviting the student teacher to attend the professional meetings and conferences that occur within or near the city, 51 per cent.

Areas of experience provided for the student teacher through the classroom teacher-supervisor. The data for the questions in this area indicate that:

1. Regarding professional attitudes, the most frequently checked items and their percentages are as follows: (1) cooperating with classroom teacher-supervisor, 90 per cent; (2) being dependable and prompt in meeting classroom responsibilities, 83 per cent; and (3) being enthusiastic and willing to accept responsibility without being told, 83 per cent. The least frequently designated item concerned participating in faculty meetings, study groups, teacher organizations, P.T.A., and other similar activities. It had a response of 47 per cent. The over-all response to this question was relatively strong in comparison to the response to the other questions in this area.

2. Regarding planning for instruction, the most designated experience concerned planning for a unit of work. The per cent was 88. Rating low at 38 and 37 per cent, respectively, were: (1) including pupils in the planning; and (2) relating the teaching or instruction to the pupils' needs.

3. Regarding methodology and learning activities, about all of the items were designated by half of the classroom teacher-supervisors. This was a relatively low response.

4. Regarding materials of instruction, the most frequently checked items and their respective percentages of response were as follows: (1) effective use of blackboard, 82 per cent; (2) effective use of textbooks, 76 per cent; and (3) effective use of bulletin board, 71 per cent. Some of the less frequently checked items were: (1) the effective location and use of community resources, 37 per cent; and (2) creating an appropriate classroom personality through decoration, 39 per cent.

5. Regarding understanding and guidance, some of the most frequently designated items were as follows: (1) being effective in understanding individual pupils and satisfying their needs, abilities, and interests in class, home room, and other activities, 68 per cent; (2) effectively using informal discussion, 67 per cent; and (3) assisting students in their adjustments and decisions involving personal, educational, vocational, and citizenship problems, 55 per cent. Some of the least frequently designated items concerned the effective use of (1) the sociogram, 1 per cent; (2) the sociodrama, 4 per cent; and (3) the role-playing technique and the case study, both 6 per cent. Checked, respectively, by 58 and 39 per cent were these items: (1) effective use of the cumulative record; and (2) effective use of the standardized test. Effectively using faculty meetings and other school personnel such as administrators, other teachers, and guidance specialists, was designated by 40 per cent.

6. Regarding evaluation of pupil progress, the items which rated

highest were: (1) recognizing the measurement of growth as a continuous process, 80 per cent; (2) developing and using effectively the various evaluative techniques such as tests and observation, 64 per cent; (3) reporting to parents through report forms, 61 per cent; and (4) including the pupils in their evaluation, 59 per cent. Rating low were: (1) reporting to parents through conferences, letters, or notes, 15 per cent; and (2) using student profiles for evaluation, from 19 to 26 per cent.

7. Regarding administration of classes and home room, in response the highest rated items were: (1) being efficient with items of routine such as checking attendance, 84 per cent; and (2) caring for materials and equipment, 81 per cent. Rating low at 46 per cent was the item concerned with including the students in administrative responsibilities.

8. Regarding extra-class responsibilities, the only item with a response above 50 per cent was concerned with assisting in special events such as plays, athletic events, "open house," class night, talent shows, graduation, socials, etc. The response was 65 per cent. Working with clubs and assisting with hall duty are items that rated at 43 and 40 per cent, respectively. Assisting in student council rated lowest at 12 per cent.

9. Regarding relationship with pupils, the per cent of response ran between 52 and 63 per cent for all items. Rating highest was the item concerning creating a friendly classroom atmosphere. Rating lowest was the item concerning being democratic by entering activities without dominating them.

10. Regarding individual abilities necessary for good teaching, the general response was higher than that of any of the other questions concerned with what experiences were provided for the student teacher through the classroom teacher-supervisor. Items such as thinking well on feet, speaking distinctly and with good voice control, and using good English, grammatical structure and able to express himself well, were designated by practically all the respondents. Also rating high were the items concerned with having a specialized knowledge of the subject matter and being pleasing in personal appearance. The percentages for these two items were 89 and 87, respectively. The two items rating lowest were concerned with being able to use dramatization as an effective teaching technique, and having and appropriately using a broad background of information, anecdotes, and illustrations. The response for these two items was 55 per cent.

Structure of supervision. The data for the questions in this area indicate that:

1. Regarding which supervisor had the responsibility of conferring with the student teacher in certain problem areas, the classroom teacher-supervisor was more frequently designated as having the responsibility in more of the areas. Problem areas of responsibility in which the classroom teacher-supervisor rated higher concerned: (1) orientation to the school; (2) selecting and using materials of instruction; (3) evaluation; (4) classroom management and routine; (5) discipline;

(6) relationship with pupils; and (7) pupil records and reports. Problem areas in which the college supervisor rated high concerned: (1) orientation to the experience of student teaching; (2) techniques of observing; (3) relationship with classroom teacher-supervisor; (4) professional ethics; (5) general educational theory; (6) developing an educational philosophy; and (7) job getting.

The problem areas of responsibility for the classroom teacher-supervisor had a tendency to be connected with the specific and practical mechanics of the teaching situation. The responsibility of the college supervisor was more related to problems growing out of facilitating the student teaching experience as a whole, and coordinating and welding together the theory of the college with the practice of the student teaching classroom experience.

2. Regarding the development and supervision of student teaching activities, the data indicated that most frequently the college supervisor and classroom teacher-supervisor had two-way conferences to discuss problems and outline plans for work. Almost as frequently the student teacher was included for a three-way type conference. In each case, however, the percentage of programs which had such conferences was low.

3. Regarding how the student teacher was helped to see the need for further study and deal with problems met during the period of student teaching, 93 per cent of the respondents designated the item that stipulated it was through work with the classroom teacher-supervisor, and 88 per cent designated that the student teacher was helped through

observation of his student teaching by his college supervisor. In 73 per cent of the cases the student teacher was designated as being helped through conferences with the college supervisor. In 43 per cent of the cases the student teacher was helped through college seminars.

4. Regarding conferences held for all student teachers with the director of student teaching, 49 per cent of the college supervisors said they were held occasionally and 27 per cent said they were held weekly.

5. Regarding when the college supervisor supervised the student teacher, 50 per cent designated that it was twice, and only 8 per cent that it was three times during the assignment. The per cent of those who designated that it was whenever the needs of the student teacher suggested the need for supervision was 39. Only 7 and 2 per cent, respectively, designated a weekly or monthly visitation schedule.

6. Regarding when the college supervisor held conferences with the student teacher, 48 per cent said they were held as needed, 35 per cent weekly, and 13 per cent daily. The per cent of those who said they were held at the request of the student teacher was 33. Just 25 per cent designated that they were held after each period that the student teacher was to have an activity, and only 13 per cent designated that they were held before.

7. Regarding written materials used for guidance in the student teaching program, 51 and 38 per cent designated, respectively, that the

classroom teacher-supervisor or the college supervisor was provided a manual. The per cent who said that periodic form reports were made by the student teacher to his college supervisor was 38. Designating that memoranda sheets were sent to the classroom teacher-supervisor were 21 per cent, and 23 per cent said informal letters between the student teacher and the college supervisor were used.

Evaluation of the student teacher. The data for the questions in this area indicate that:

1. Regarding the nature of the evaluation, in 62 per cent of the cases the student teacher was designated as continuously sharing in the evaluative process as he and his advisor(s) discussed his work and made plans for next steps. In 33 per cent of the cases evaluation took place at stated intervals in the program, and in 39 per cent of the cases it took place as needed. In 67 per cent of the cases the student teacher was designated as learning of the evaluation through a conference with the college supervisor, and in 36 per cent of the instances through the classroom teacher-supervisor.

2. Regarding those responsible for the evaluation, in 100 per cent of the instances the classroom teacher-supervisor was responsible for the evaluation. The college supervisor was designated as responsible in 74 per cent of the cases, the director of student teaching in 42 per cent of the cases, and the student teacher in 34 per cent of the cases.

3. Regarding the form of the final evaluation, in 70 per cent of the instances it was designated as a single letter or percentage grade. In 65 per cent of the instances it was designated as a check list or rating blank with multiple or descriptive statements. In 30 per cent of the instances it was designated as a letter or descriptive statement of achievement.

4. Regarding who makes the final evaluation, in 53 per cent of the cases the college supervisor was designated. In 35 per cent of the cases the classroom teacher-supervisor made it for use by the college supervisor. In 33 per cent of the cases the director of student teaching made it as a composite report. In 18 per cent of the cases the classroom teacher-supervisor made it as an individual report.

IV. CONCLUSIONS

The conclusions are drawn from a comparison of the questionnaire findings with the aspects of the related literature regarding: (1) the organization and development of student teaching; (2) criteria for student teaching programs; and (3) principles of student teaching supervision.

The data indicated that persons concerned with many programs are aware of and have made application of modern educational thinking in the three areas just mentioned above. The data also indicated that the programs need to be improved considerably in each of these major areas. The findings and conclusions presented in the remaining

discussion in the chapter are primarily for the clarification and substantiation of the need for improvement.

Organization and development of student teaching. The programs were consistent with the trend in that all of them were using the off-campus school. They were inconsistent in that only one program used both the off-campus and the laboratory school in its program.

The majority of schools used a program that was too short in length and which allowed the student teacher to be with the classroom teacher-supervisor only one-half of each day or less. These conditions are short of the one-year full-time student teaching program that increasingly is being recommended.

Criteria for student teaching programs. One important criterion expressed the idea that the nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student teacher. The following factors taken from the questionnaire findings suggest that the programs as a whole need to improve in meeting the demands of this criterion:

1. The assignment of the student teacher seemed inadequate as to its being cooperatively made. Few major professors were enlisted to help in the assignment, and many student teachers had no say in this important step in the program. A lack of care in making the assignment was suggested by the fact that in many programs the request of the student teacher, the particular opportunities available in the student

teaching situation, the need for experience in major and minor teaching areas, and the special competencies of the classroom teacher-supervisor were not considered in the assignment.

2. Over two-thirds of the classroom teacher-supervisors had only a day or two to prepare for the student teacher as an individual. Only one-half of the classroom teacher-supervisors had a conference with the student teacher prior to the beginning of the student teaching period, and less than one-third looked at the cumulative record or conferred with the principal or a college supervisor concerning the student teacher.

3. In the organization of the activities, the needs of the individual were considered in 60 per cent of the instances. A large percentage of the college supervisors designated that there was no scheduled and/or flexible aspect to this phase of their program.

4. Regarding determining which activities were included in the program, in only 64 per cent of the instances were the needs of the individual student teacher considered. In only 56 per cent of the instances was there a college policy which assured the student teacher contact with at least one experience within each of the major aspects of a teacher's work.

The conclusion for this criterion of planning in terms of abilities and needs of student teachers is also supported by the inadequacies in the supervision and evaluation of the student teachers that are revealed in the data from the questionnaires. These facts are presented in more detail under the topic regarding the role of the supervisor.

A second important criterion expressed the idea that student teaching should be designed to afford opportunity for responsible participation in all of the important phases of a teacher's activity, both in and out of school. The investigator thought that the following factors taken from the questionnaire findings were pertinent as to whether or not the programs as a whole were meeting the demands of this criterion:

1. The areas of experience which rated the highest concerned professional attitudes and individual abilities necessary for good teaching.
2. The areas of experience which rated low concerned methodology and learning activities and extra-class responsibilities.
3. Many individual items that rated low in different areas seemed to be related to modern philosophy of education. For instance, in the area concerned with materials of instruction, the item regarding the use of community resources rated low. In the area concerning understanding and guidance, the items regarding the newer and more specialized tools and techniques rated low. In the area concerning evaluation, the items regarding the use of conferences and student profiles rated low.
4. The programs as a whole need to provide more experiences in all of the areas of a teacher's activity, both in and out of school.

The role of the supervisor. An important principle of supervision states the idea that supervision and guidance of the student teacher

should be comprehensive and involve a cooperative effort by the college supervisor(s) and the classroom teacher-supervisor. The following facts taken from the questionnaire findings suggest that the programs as a whole were not satisfying the demands of this principle of supervision:

1. A faculty member in the student teacher's special field of interest was seldom included in the guidance of the student teacher.
2. In only a minority of instances did: (1) anyone at the college or university, other than the director of student teaching, assist in making the assignment; (2) the college supervisor, classroom teacher-supervisor, and student teacher have three-way conferences to discuss problems and outline plans for work; (3) the college supervisor and classroom teacher-supervisor have conferences to discuss problems and outline plans for work; (4) the college supervisor have a regular schedule of conferences with the student teacher, or have conferences as needed or at the request of the student teacher; (5) the college supervisor supervise the student teacher more than twice during the period; (6) the college supervisor supervise the student teacher whenever his needs suggested the need for supervision; (7) the college supervisor supervise the student teacher more than twice per student teaching period; (8) the programs make much use of written materials in the guidance of the supervisor(s) or the student teacher; (9) the college supervisor supervise in a way that was both scheduled and flexible so that consistent and dynamic guidance was effected.
3. In many instances people who might have assisted profitably in the assignment of the student teacher were not included.

4. The classroom teacher-supervisor was frequently given too little time to prepare for the student teacher.

5. By the time the student teacher arrived, the majority of classroom teacher-supervisors had not had a personal conference with or studied a cumulative record of the student teacher.

6. In the orientation and adjustment of the student teacher to the student teaching experience, in many instances there were many areas in which the classroom teacher-supervisor gave no assistance to the student teacher.

7. In all the areas of a teacher's work there were many experiences that were not being provided for the student teacher through the classroom teacher-supervisor.

A second principle of supervision expresses the idea that the evaluation of the student teacher should be comprehensive, cooperative, and continuous. The following factors from the questionnaire data suggest that, regarding the application of this principle, there is much opportunity for the programs as a whole to improve.

1. In many of the instances there was a lack of cooperation and care in the assignment of the student teacher.

2. In many instances the classroom teacher-supervisor knew little about the student teacher at the start of the period because he either had too little time to prepare or had not taken advantage of it.

3. Many of the programs did not organize and provide activities to fit the needs of the individual student teacher with a program that was both scheduled and flexible.

4. The majority of student teachers were not provided with experience in many important areas of a teacher's work and responsibility.

5. As discussed in the last topic, the supervision was inadequate as to its being cooperative and comprehensive. Observation of the student by the college supervisor was infrequent, as were conferences involving the college supervisor with the classroom teacher-supervisor and/or the student teacher. The supervision of many programs was not set up on a scheduled and/or flexible basis.

6. In only 62 per cent of the instances was the student teacher designated as continuously sharing with his advisors in the evaluation of his work.

7. In only a minority of instances was evaluation designated as taking place as needed, or at stated intervals in the program.

8. Generally, the college or university did not seem to be close enough to the student teaching situation to give much assistance in the running or continuous evaluation of the student teacher. The major share of this aspect of the evaluation seemed to be left to the classroom teacher-supervisor and the student teacher.

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APPENDIX A. QUESTIONNAIRE

THE ROLE OF THE CLASSROOM TEACHER-SUPERVISOR
AND THE COLLEGE SUPERVISOR IN SECONDARY SCHOOLS
STUDENT TEACHER PROGRAM IN 1964

Name of Respondent	Institution	Position (be specific)
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For the purpose of this questionnaire the terms "classroom teacher-supervisor" and "college supervisor" are defined as:

CLASSROOM TEACHER-SUPERVISOR--"a teacher who has the responsibility of supervising one or more student teachers in the class or classes he is teaching."

COLLEGE SUPERVISOR--"a person fully connected with a college or university who has a direct responsibility in the supervision of one or more student teachers."

APPENDIX A

Please answer the questions that are directly related to you. For each question you answer check the appropriate option or options.

THE NATURE AND ORGANIZATION OF THE PROGRAM

1. CONCERNING THE ABOVE DEFINITIONS YOU ARE:

- ☐ a. a classroom teacher-supervisor
- ☐ b. a college supervisor.
- ☐ c. other

2. THE LENGTH OF THE STUDENT TEACHING PERIOD IS:

- ☐ a. one semester.
- ☐ b. two semesters.
- ☐ c. one quarter.
- ☐ d. two quarters.
- ☐ e. other

3. THE STUDENT TEACHER IS WITH THE CLASSROOM TEACHER-SUPERVISOR:

- ☐ a. all day.
- ☐ b. one-half day.
- ☐ c. other

APPENDIX A. QUESTIONNAIRE

THE ROLE OF THE CLASSROOM TEACHER-SUPERVISOR
AND THE COLLEGE SUPERVISOR IN SECONDARY SCHOOL
STUDENT TEACHER PROGRAMS IN IOWA, 1958

Name of Respondent	Institution	Position (be specific)
--------------------	-------------	------------------------

For the purposes of this questionnaire the terms "classroom teacher-supervisor" and "college supervisor" are defined as:

CLASSROOM TEACHER-SUPERVISOR--"a teacher who has the responsibility of supervising one or more student teachers in the class or classes he is teaching."

COLLEGE SUPERVISOR--"a person directly connected with a college or university who has a direct responsibility in the supervision of one or more student teacher."

Please answer the questions that are directly related to you.
For each question you answer check the appropriate option or options.

THE NATURE AND ORGANIZATION OF THE PROGRAM

1. CONSIDERING THE ABOVE DEFINITIONS YOU ARE:

- ☐ a. a classroom teacher-supervisor
☐ b. a college supervisor.
☐ c. other

2. THE LENGTH OF THE STUDENT TEACHING PERIOD IS:

- ☐ a. one semester.
☐ b. two semesters.
☐ c. one quarter.
☐ d. two quarters.
☐ e. other

3. THE STUDENT TEACHER IS WITH THE CLASSROOM TEACHER-SUPERVISOR:

- ☐ a. all day.
☐ b. one-half day.
☐ c. other

4. THE SCHOOL IN WHICH YOU ARE NOW SUPERVISING A STUDENT TEACHER IS:

- ☐ a. a public school.
- ☐ b. a laboratory school (run by college).
- ☐ c. a parochial school.
- ☐ d. a class B school (less than 200 enrollment).
- ☐ e. a class A school (from 200 through 500 enrollment).
- ☐ f. a class AA school (over 500 enrollment).
- ☐ g. a one room school.
- ☐ h. a rural consolidated school.
- ☐ i. an urban school.
- ☐ j. other

5. PRE-REQUISITE FOR ADMISSION TO STUDENT TEACHING ARE:

- ☐ a. a health examination.
- ☐ b. a voice and speech test.
- ☐ c. an oral and/or written professional examination.
- ☐ d. a recommendation by an official faculty committee.
- ☐ e. a recommendation by a major professor.
- ☐ f. a written application by the student which is approved by a designated person or persons.
- ☐ g. an application by the student either orally or in writing.
- ☐ h. a review of the student's cumulative record by designated faculty representatives.
- ☐ i. a review of the student's record with the student.
- ☐ j. a report on scholarship and completion of course requirements by the registrar's office.
- ☐ k. a review of the student's observation and participation experiences.
- ☐ l. the completion of all lower division requirements.
- ☐ m. the completion of certain professional courses.
- ☐ n. a grade point average of _____ in all coursework and of _____ in the field.
- ☐ o. senior year status.
- ☐ p. other

6. ASSIGNMENT OF STUDENT TEACHERS IS MADE BY:

- ☐ a. the director of student teaching.
- ☐ b. the principal of the practice school.
- ☐ c. the student's major professor.
- ☐ d. the heads of academic departments.
- ☐ e. the executive officer of the school or college of education.
- ☐ f. the superintendent of schools.
- ☐ g. other

7. FACTORS WHICH SERVE AS A BASIS FOR THE ASSIGNMENT OF STUDENT TEACHERS TO A PARTICULAR AREA OR CLASS ARE:

- ☐ a. the request of the student teacher.
- ☐ b. the specific needs and abilities of the student teacher as outlined in a joint conference of the student teacher, college

- supervisor, and/or director of student teaching.
- ☐ c. the specific needs and abilities of the student teacher as outlined by his major professor.
 - ☐ d. the need for experience in major and minor teaching areas.
 - ☐ e. the need for teaching experience in the major field only.
 - ☐ f. the particular opportunities available in the given student teaching situation.
 - ☐ g. the special competencies and interests of the classroom teacher-supervisor.
 - ☐ h. other

8. THE CLASSROOM TEACHER-SUPERVISOR IS INFORMED OF THE ASSIGNMENT:

- ☐ a. when the student teacher arrives at the beginning of the period of student teaching.
- ☐ b. a day or two prior to the student teacher's arrival:
 - ☐ 1' by the college supervisor.
 - ☐ 2' by the school principal
 - ☐ 3' other
- ☐ c. when asked by the college supervisor to arrange a preliminary conference with the student teacher a week or more before the beginning of the student teaching period.
- ☐ d. other

9. THOSE WHO ASSIST THE DIRECTOR OF STUDENT TEACHING IN THE DEVELOPMENT OF THE STUDENT TEACHING PROGRAM ARE:

- ☐ a. the college supervisors as a group.
- ☐ b. the classroom teacher-supervisors as a group.
- ☐ c. the college supervisors, classroom teacher-supervisors, and college instructors as a group.
- ☐ d. the administrators of the cooperating schools and the college supervisors.
- ☐ e. the curriculum director or directors of the cooperating school or school system and the college supervisor.
- ☐ f. the student teacher.
- ☐ g. other

10. THE COLLEGE COMPENSATES THE CLASSROOM TEACHER-SUPERVISOR THROUGH:

- ☐ a. cash payments.
- ☐ b. a certain amount of free tuition.
- ☐ c. use of the college library.
- ☐ d. use of the college visual aid resources.
- ☐ e. opportunity to attend any of the functions at the college.
- ☐ f. recognition of the classroom teacher-supervisor's contribution to the school's program through mention in the annual bulletin of the college.
- ☐ g. placing the name of the classroom teacher-supervisor on the college mailing list.
- ☐ h. other.

11. THE COLLEGE COMPENSATES THE COOPERATING SCHOOL OR SCHOOL SYSTEM THROUGH:

- ☐ a. scholarships to the school or school system graduates.
- ☐ b. cash payments to the school or school system.
- ☐ c. other

12. IN PREPARING FOR THE STUDENT TEACHER PRIOR TO HIS ENTERING INTO THE PERIOD OF STUDENT TEACHING THE CLASSROOM TEACHER-SUPERVISOR:

- ☐ a. reviews the student teacher's cumulative record.
- ☐ b. has a personal conference with the student teacher.
- ☐ c. writes the student teacher a note of welcome.
- ☐ d. has a simple social contact with the student teacher.
- ☐ e. has a conference with the principal concerning the student teacher.
- ☐ f. if necessary has a conference with the college director of student teaching or the college supervisor.
- ☐ g. other

13. THE TEACHING-LEARNING EXPERIENCES AND RESPONSIBILITIES OF THE STUDENT TEACHERS ARE ORGANIZED:

- ☐ a. so there is a scheduled program (sequence) of responsibilities.
- ☐ b. so there are scheduled responsibilities with the order of experience flexible.
- ☐ c. so the responsibilities are adjusted to the needs, abilities, and interests of the student teacher.
- ☐ d. according to the philosophy of the individual classroom teacher-supervisor.
- ☐ e. according to the nature of the particular class.
- ☐ f. according to the previous practices of the classroom teacher-supervisor.
- ☐ g. other

14. FACTORS THAT DETERMINE WHICH ACTIVITIES ARE INCLUDED IN THE CLASSROOM TEACHING EXPERIENCE FOR EACH STUDENT TEACHER ARE:

- ☐ a. the needs and interests of the individual student teacher.
- ☐ b. the particular opportunities available in the given student teaching situation during the period the student teacher is there.
- ☐ c. a college policy which assures the student teacher contact with at least one experience within each of the major aspects of the teacher's work.
- ☐ d. the areas requested by the student teacher.
- ☐ e. a college policy that certain experience must be provided for every student teacher.
- ☐ f. a college policy which requests or suggests that certain experiences be provided for every student teacher.
- ☐ g. other

15. RESPONSIBLE FOR SUPERVISING THE STUDENT TEACHING ACTIVITIES ARE:

- ☐ a. the classroom teacher-supervisor.
- ☐ b. the classroom teacher-supervisor and the student teacher's major professor planning the program cooperatively.
- ☐ c. the college faculty member in the student teacher's field of special interest.
- ☐ d. specially designated members of the college faculty.
- ☐ e. other

16. THE STUDENT TEACHING ACTIVITIES ARE DEVELOPED AND SUPERVISED BY THE:

- ☐ a. college supervisor, classroom teacher-supervisor, and student teacher who have three-way conferences to discuss problems and outline plans of work.
- ☐ b. college and classroom teacher-supervisors who have two-way conferences to discuss problems and outline plans of work.
- ☐ c. college supervisors who have a regular schedule of visits to the classroom situation.
- ☐ d. college supervisors who visit the classroom situation only when asked by the director of student teaching.
- ☐ e. college supervisors who visit the classroom situation only when asked by the classroom teacher-supervisor.
- ☐ f. college supervisors who visit the classroom situation only when their student teachers are teaching.
- ☐ g. college supervisors who seldom visit the classroom situation but work with the student teacher on problems and plans.
- ☐ h. other

17. THE STUDENT TEACHER IS HELPED TO SEE NEEDS FOR FURTHER STUDY AND TO DEAL WITH SITUATIONS AND PROBLEMS MET DURING THE PERIOD OF STUDENT TEACHING:

- ☐ a. through work with the classroom teacher supervisor.
- ☐ b. through observation of his student teaching by his college supervisor.
- ☐ c. through conferences with his college supervisor.
- ☐ d. through written reports of work done and problems met that are submitted to his college supervisor.
- ☐ e. by observation and conferences with fellow students.
- ☐ f. by his special advisor or guidance counselor.
- ☐ g. by discussion of problems in college courses or seminars.
- ☐ h. other

18. IN STRUCTURE THE CONFERENCES HELD BY THE COLLEGE SUPERVISOR WITH THE STUDENT TEACHER ARE:

- ☐ a. individual
- ☐ b. group
- ☐ c. held daily.
- ☐ d. held weekly.

- ☐ e. held as needed.
- ☐ f. held at request of student teacher.
- ☐ g. held before each period that the student teacher is to have the responsibility of an activity.
- ☐ h. held after each period that the student teacher has had the responsibility of an activity.
- ☐ i. held after each classroom teacher-supervisor demonstration.
- ☐ j. other

19. CONFERENCES HELD FOR ALL STUDENT TEACHERS WITH THE DIRECTOR OF STUDENT TEACHING ARE:

- ☐ a. held weekly.
- ☐ b. held monthly.
- ☐ c. held occasionally.
- ☐ d. attended by college supervisors.
- ☐ e. attended by classroom teacher-supervisors.
- ☐ f. other

20. THE STUDENT TEACHER'S PROFESSIONAL PREPARATION COURSES AT THE COLLEGE ARE MODIFIED BY HIS STUDENT TEACHING EXPERIENCE SO THAT:

- ☐ a. the student teacher is advised to modify the length of the student teaching period.
- ☐ b. the student teacher is advised to change the nature of the student teaching experience.
- ☐ c. variation is made in the concentration in the major or minor content courses.
- ☐ d. professional courses are added.
- ☐ e. some required courses are possibly eliminated:
 - ☐ 1' content courses.
 - ☐ 2' professional courses.
- ☐ f. other

21. THE SUPERVISOR WHO HAS THE RESPONSIBILITY OF CONFERRING WITH THE STUDENT TEACHER CONCERNING THE FOLLOWING RESPECTIVE PROBLEMS IS THE:

Classroom	College
Teacher-	Supervisor
Supervisor	

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | a. orientation to the experience of student teaching. |
| <input type="checkbox"/> | <input type="checkbox"/> | b. orientation to the school as to its procedures, organization and facilities. |
| <input type="checkbox"/> | <input type="checkbox"/> | c. study of children (guidance). |
| <input type="checkbox"/> | <input type="checkbox"/> | d. techniques of observing. |
| <input type="checkbox"/> | <input type="checkbox"/> | e. selecting pupil experiences. |
| <input type="checkbox"/> | <input type="checkbox"/> | f. selecting and using materials of instruction. |
| <input type="checkbox"/> | <input type="checkbox"/> | g. evaluation of pupil growth. |
| <input type="checkbox"/> | <input type="checkbox"/> | h. providing for individual differences and dealing with problems of individual pupils. |

- | | | |
|-------|-------|---|
| _____ | _____ | i. the technology of teaching. |
| _____ | _____ | j. evaluation (use of tests). |
| _____ | _____ | k. classroom management and routine. |
| _____ | _____ | l. discipline |
| _____ | _____ | m. relationship with pupils. |
| _____ | _____ | n. relationship with classroom teacher-supervisor. |
| _____ | _____ | o. relationship with other teachers and personnel
of the school. |
| _____ | _____ | p. professional ethics. |
| _____ | _____ | q. relations with parents and their problems. |
| _____ | _____ | r. relations with and study of community. |
| _____ | _____ | s. pupil records and reports to parents. |
| _____ | _____ | t. professional growth and attitude. |
| _____ | _____ | u. general educational theory. |
| _____ | _____ | v. developing an educational philosophy. |
| _____ | _____ | w. job getting. |
| _____ | _____ | x. other |

22. THE COLLEGE SUPERVISOR SUPERVISES THE STUDENT TEACHER:

- | | |
|-------|---|
| _____ | a. once during the assignment. |
| _____ | b. twice during the assignment. |
| _____ | c. weekly |
| _____ | d. monthly |
| _____ | e. whenever the needs of the student teacher suggest the need for
supervision by the college supervisor. |
| _____ | f. only when requested by the classroom teacher-supervisor. |
| _____ | g. only when requested by the student teacher. |
| _____ | h. entirely through conferences at the college. |
| _____ | i. other |

23. WRITTEN MATERIALS USED FOR GUIDANCE IN THE STUDENT TEACHING PROGRAM
ARE:

- | | |
|-------|--|
| _____ | a. a handbook or manual for the student teacher. |
| _____ | b. a handbook or manual for the classroom teacher-supervisor. |
| _____ | c. a handbook or manual for the college supervisor. |
| _____ | d. informal letters between the student teacher and the college
supervisor. |
| _____ | e. memoranda sheets sent to the classroom teacher-supervisor. |
| _____ | f. periodic form reports made by the student teacher to his col-
lege supervisor. |
| _____ | g. other |

THE RESPONSIBILITIES OF
THE CLASSROOM TEACHER-SUPERVISOR
IN THE ORIENTATION AND ADJUSTMENT OF THE STUDENT
TEACHER TO THE STUDENT TEACHING EXPERIENCE

1. THE CLASSROOM TEACHER-SUPERVISOR HELPS THE STUDENT TEACHER ADJUST TO THE STUDENT TEACHING EXPERIENCE BY:
 - a. seeing that the student teacher becomes acquainted with the other personnel in the school or school system who are important to the success of his student teaching experience.
 - b. helping familiarize the student teacher with school and classroom forms, bulletins, schedules, routines, records, and regulations such as:
 - 1' student absence.
 - 2' student tardiness.
 - 3' student records.
 - 4' fire regulations and drill procedure.
 - 5' hall and passing regulations.
 - 6' health regulations.
 - 7' playground regulations.
 - 8' discipline procedures.
 - 9' grading regulations.
 - c. helping familiarize the student with:
 - 1' the school or school system plant and facilities.
 - 2' materials of instruction.
 - 3' the students, the community, how the class fits into the school program, and how the school fits into the community.
 - d. inviting the student teacher to attend P.T.A. meetings, faculty meetings, and other school functions which would broaden and complete the student teacher's experience wherever and whenever possible.
 - e. inviting the student teacher to attend the professional meetings and conferences that occur within or near the city.
 - f. introducing the student teacher to the class as a professional so that effective rapport can be initiated between the student teacher and the members of the class.
 - g. trying to establish an open-minded and friendly relationship by:
 - 1' giving the student teacher the opportunity to utilize his own resources, intelligence, and initiative whenever possible.
 - 2' giving fair treatment, sympathetic understanding, and professional correction.
 - h. other

AREAS OF EXPERIENCE
PROVIDED FOR THE STUDENT TEACHER
THROUGH THE CLASSROOM TEACHER-SUPERVISOR

1. PROFESSIONAL ATTITUDES:

- ☐ a. cooperating with classroom teacher-supervisor.
- ☐ b. maintaining proper relationship with the principal, other staff members, and other teachers.
- ☐ c. being enthusiastic and willing to accept responsibility without being told.
- ☐ d. participating in faculty meetings, study groups, teacher organizations, P.T.A., and other similar activities.
- ☐ e. being dependable and prompt in meeting classroom responsibilities.
- ☐ f. setting up desirable personal objectives and following them.
- ☐ g. being creative and suggesting improvements.
- ☐ h. desiring to improve and having a good attitude towards self-evaluation and constructive criticism from others.
- ☐ i. other

2. PLANNING FOR INSTRUCTION:

- ☐ a. planning for a unit of work.
- ☐ b. planning for each day's work.
- ☐ c. using broad meaningful objectives based on pupil needs as a basis for planning.
- ☐ d. developing specific objectives, work habits, general attitudes, specific skills related to the learning area and specific facts as a result of the learning experience.
- ☐ e. including pupils in the planning.
- ☐ f. relating the teaching or instruction to the student's needs.
- ☐ g. other

3. METHODOLOGY AND LEARNING ACTIVITIES:

- ☐ a. using the problem solving approach.
- ☐ b. using laboratory and activity techniques.
- ☐ c. developing learning activities which effectively work towards objectives:
 - ☐ 1' individual activities.
 - ☐ 2' small group activities.
 - ☐ 3' class activities
- ☐ d. using discussion effectively.
- ☐ e. providing for the gifted child.
- ☐ f. providing for the slow learning child.
- ☐ g. developing individual assignments or projects.
- ☐ h. developing supervised study.
- ☐ i. other

4. MATERIALS OF INSTRUCTION:

- _____ a. effectively locating and/or using:
 - _____ 1' textbooks.
 - _____ 2' library materials.
 - _____ 3' pamphlets.
 - _____ 4' audio-visual materials.
 - _____ 5' community resources.
- _____ b. effectively using the classroom facilities:
 - _____ 1' blackboard
 - _____ 2' bulletin board
 - _____ 3' chairs (arrangement)
 - _____ 4' decoration (creating an appropriate classroom personality)
- _____ c. other

5. UNDERSTANDING AND GUIDANCE:

- _____ a. effectively using:
 - _____ 1' the standardized test.
 - _____ 2' the sociogram.
 - _____ 3' the cumulative record.
 - _____ 4' informal discussion.
 - _____ 5' the special interest list.
 - _____ 6' home visitation and parent conference.
 - _____ 7' the case study.
 - _____ 8' the autobiography.
 - _____ 9' compositions on interest or controversial topics.
 - _____ 10' faculty meetings and other school personnel such as administrators, other teachers, and guidance specialists.
 - _____ 11' the role-playing technique.
 - _____ 12' the sociodrama.
 - _____ 13' the anecdotal record.
 - _____ 14' behavioral observation.
 - _____ 15' the problems check list.
- _____ b. being effective in understanding individual pupils and meeting their needs, abilities, and interests in class, home room, and other activities.
- _____ c. assisting students in their adjustments and decisions involving personal, educational, vocational, and citizenship problems.
- _____ d. other

6. EVALUATION OF PUPIL PROGRESS:

- _____ a. recognizing the measurement of growth as a continuous process.
- _____ b. including the pupils in their evaluation.
- _____ c. reporting to parents:
 - _____ 1' report forms.
 - _____ 2' parent-teacher conferences.
 - _____ 3' letter or notes to parents.

- ☐ d. using student profiles for evaluation:
 - ☐ 1' elements of interest.
 - ☐ 2' ability to work in groups.
 - ☐ 3' ability to work alone.
 - ☐ 4' ability in being a leader.
 - ☐ 5' ability in being a follower.
 - ☐ 6' being liked by others.
 - ☐ e. developing and using effectively the various evaluative techniques such as tests and observation.
 - ☐ f. other
7. ADMINISTRATION OF CLASSES AND HOME ROOM:
- ☐ a. using records and reports (school forms).
 - ☐ b. caring for materials and equipment.
 - ☐ c. regulating heat, light, and ventilation.
 - ☐ d. being efficient with items of routine such as checking attendance.
 - ☐ e. including the students in the administrative responsibilities.
 - ☐ f. other
8. EXTRA-CLASS RESPONSIBILITIES:
- ☐ a. attitude and ability in:
 - ☐ 1' working with clubs.
 - ☐ 2' assisting in assemblies.
 - ☐ 3' assisting in playground duty.
 - ☐ 4' assisting in hall duty.
 - ☐ 5' assisting in student council.
 - ☐ 6' assisting in special events such as for plays, athletic events, "open house," class night, talent shows, graduation, socials, etc.
 - ☐ b. other
9. RELATIONSHIP WITH PUPILS:
- ☐ a. using a sense of humor.
 - ☐ b. being democratic by entering activities without dominating them.
 - ☐ c. being fair, impartial, sympathetic, and professional.
 - ☐ d. respecting pupils' points of view.
 - ☐ e. creating a friendly classroom atmosphere.
 - ☐ f. helping students feel secure and at ease.
 - ☐ g. using good psychology and avoiding sarcasm with students.
 - ☐ h. getting the students to accept him and feel confident in him as a resource person.
 - ☐ i. being able to secure cooperation, courtesy and respect from the students.
 - ☐ j. using a positive and preventive approach towards discipline.
 - ☐ k. being able to handle discipline problems when they do arise.
 - ☐ l. other

10. SCHOOL-COMMUNITY RELATIONSHIPS:

- ☐ a. becoming a part of the community by adapting to its standards and values.
- ☐ b. assisting with youth groups.
- ☐ c. promotion and participation in home room-community projects such as "United Campaign," paper drives, bundle drives, etc.
- ☐ d. other

11. INDIVIDUAL ABILITIES NECESSARY FOR GOOD TEACHING:

- ☐ a. thinking well on feet.
- ☐ b. speaking distinctly and with good voice control.
- ☐ c. using good English, grammatical structure, and able to express himself well.
- ☐ d. writing and printing effectively.
- ☐ e. having specialized knowledge of subject matter.
- ☐ f. being tactful in dealing with controversial issues.
- ☐ g. being explicit and thorough in giving directions.
- ☐ h. being pleasing in personal appearance.
- ☐ i. being able to use dramatization as an effective teaching technique.
- ☐ j. being able to use the lecture as an effective teaching technique.
- ☐ k. being able to motivate and create incentives.
- ☐ l. having and appropriately using a broad background of information, anecdotes, and illustrations.
- ☐ m. avoiding nervous mannerisms and poor posture such as slouching or putting feet on desk.
- ☐ n. other

THE EVALUATION OR RATING OF THE STUDENT TEACHER

1. RESPONSIBLE FOR THE EVALUATION OF THE STUDENT TEACHER ARE:

- ☐ a. the classroom teacher-supervisor.
- ☐ b. the student teacher himself.
- ☐ c. the college supervisor.
- ☐ d. the director of student teaching.
- ☐ e. other

2. WHICH OF THE FOLLOWING STATEMENTS DESCRIBE WHEN AND HOW THE EVALUATION OF THE STUDENT TEACHER TAKES PLACE?

- ☐ a. evaluation takes place as needed.
- ☐ b. evaluation takes place at stated intervals in the program.
- ☐ c. the student teacher continuously shares in the evaluative process as he and his advisor or advisors discuss his work and make plans for next steps.

- ☐ d. the student teacher knows the final evaluation made by the classroom teacher-supervisor through a conference with the classroom teacher-supervisor.
- ☐ e. the student teacher knows the final composite evaluation through a conference with the college supervisor.
- ☐ f. other

3. THE FINAL EVALUATION OR RATING OF THE STUDENT TEACHER IS MADE IN THE FORM OF A:

- ☐ a. single letter or percentage grade.
- ☐ b. letter or percentage grade for a series of designated aspects of the teaching process.
- ☐ c. check-list or rating blank with multiple or descriptive statements.
- ☐ d. summary of cumulative anecdotal records.
- ☐ e. letter or descriptive statement of achievement.
- ☐ f. critical analysis with supporting evidence of the student teacher's ability to use basic educational principles in teaching-learning situations.
- ☐ g. other

4. THE FINAL EVALUATION OR RATING OF THE STUDENT TEACHER IS MADE BY THE:

- ☐ a. college supervisor.
- ☐ b. classroom teacher-supervisor for use by the college supervisor.
- ☐ c. classroom teacher-supervisor as an individual report.
- ☐ d. director of student teaching as a composite report.
- ☐ e. other

APPENDIX B. LETTER TO DIRECTOR OF STUDENT TEACHERS

March 30, 1968

Dear

I am Marshall T. Carlson, a social studies teacher and the basketball and tennis coach at East High School in Des Moines. At the present time I am supervising a student teacher as part of the Drake University student teacher training program. Because of this interest and a desire to fulfill a Master's Degree requirement, I am doing a study to determine the purpose, function, and responsibilities of the college supervisor and classroom teacher-supervisor in the student teaching program of Iowa colleges and universities and the public, parochial, or laboratory schools which they utilize.

The enclosed questionnaire was developed to secure the desired information. I appreciate that you are a busy person but I hope that you will find the questionnaire to be of value to the study. Your consideration and cooperation are essential to the success of this study.

In addition to the questionnaire further information and assistance are needed from you. I need to know the number of years of your teaching experience and the number of years you have supervised student teachers. If you are currently supervising a student teacher, I would appreciate your completing the questionnaire for that student teacher. If you are not currently supervising a student teacher, I would appreciate your completing the questionnaire for the most recent student teacher you supervised.

It is also necessary to learn from you: (1) the name and address of the secondary schools in which you have student teachers placed at present; (2) the names of the teachers in these schools who are currently supervising student teachers; and (3) the name of the principal of each of these schools so I can obtain the questionnaire to distribute to the teachers of their staff who are serving as classroom teacher-supervisors.

All information that is received in this survey is confidential. I assure you that the results of the study will be kept confidential. I gladly will send any information requested as requested or indicated.

If you can send the requested information, I would appreciate it. If you cannot, I would appreciate it if you could let me know by return mail. I am sure you will find this questionnaire to be of value to the study.

APPENDIX B. LETTER TO DIRECTOR OF STUDENT TEACHING

March 20, 1958

Dear

I am Marshall V. Carlson, a social studies teacher and the basketball and tennis coach at East High School in Des Moines. At the present time I am supervising a student teacher as part of the Drake University student teacher training program. Because of this interest and a desire to fulfill a Master's Degree requirement, I am doing a study to determine the purpose, function, and responsibilities of the college supervisors and classroom teacher-supervisors in the student teaching programs of Iowa colleges and universities and the public, parochial, or laboratory schools which they utilize.

The enclosed questionnaire was developed to secure the desired information. I appreciate that you are a busy person but I hope that you will find the necessary time to complete the questionnaire and return it to me in the self-addressed envelope. Your consideration and cooperation are essential to the success of this study.

In addition to the questionnaire further information and assistance are needed from you. I need to know the number of those of your faculty other than you who now are supervising student teachers in your student teaching program so I can send the proper number to you for distribution to them.

It is also necessary to learn from you: (1) the name and address of the secondary schools in which you have student teachers placed at present; (2) the names of the teachers in these respective schools who are serving as teacher-supervisors; and (3) the name of the principal of each of these schools so I can send them questionnaires to distribute to the members of their staff who are serving as classroom teacher-supervisors.

All information that is received from those participating in the study will be kept confidential. I gladly will send any information concerning the results of the study to any participant so interested.

If you can send the requested information, I would appreciate receiving it by the 28th of March so I can mail the additional questionnaires needed.

I am Thanking you for any consideration you can give these requests,

Sincerely yours,

/s/ Marshall V. Carlson
Marshall V. Carlson

Enclosures

APPENDIX C. LETTER TO PRINCIPAL

April 18, 1968

Dear _____,

I am Marshall V. Carlson, a social studies teacher and the basketball and tennis coach at East High School in Des Moines. At the present time I am supervising a student teacher as part of the Drake University student teacher training program. Because of this interest and a desire to fulfill a Master's Degree requirement, I am doing a study to determine the purpose, function, and responsibilities of the college supervisors and classroom teacher-supervisors in the student teaching programs of Iowa colleges and universities and the public, parochial, or laboratory schools which they outline.

The enclosed questionnaire was developed to secure the desired information. The director of student teaching at _____ has filled out and returned one of them and has given me the information that there are _____ of your _____ who are supervising his student teachers in your school at the present time.

APPENDIX C

I appreciate that you are a busy person, but your professional consideration and assistance are essential to the success of this study. Would you please ask each of your teachers who is supervising a student teacher to complete the parts of the questionnaire that apply to his situation and return it to me in the enclosed self-addressed envelope by the _____ of _____?

All information that is received from those participating in the study will be confidential. Information concerning any results of the study gladly will be sent to any participant so interested.

Thank you very much for any consideration you can give these requests.

Sincerely,

/s/ Marshall V. Carlson
Marshall V. Carlson

Enclosures

APPENDIX C. LETTER TO PRINCIPAL

April 18, 1958

Dear

I am Marshall V. Carlson, a social studies teacher and the basketball and tennis coach at East High School in Des Moines. At the present time I am supervising a student teacher as part of the Drake University student teacher training program. Because of this interest and a desire to fulfill a Master's Degree requirement, I am doing a study to determine the purpose, function, and responsibilities of the college supervisors and classroom teacher-supervisors in the student teaching programs of Iowa colleges and universities and the public, parochial, or laboratory schools which they utilize.

The enclosed questionnaire was developed to secure the desired information. The director of student teaching at _____ has filled out and returned one of them and has given me the information that there are ____ of your teachers who are supervising his student teachers in your school at the present time.

I appreciate that you are a busy person, but your professional consideration and assistance are essential to the success of this study. Would you please ask each of your teachers who is supervising a student teacher to complete the parts of the questionnaire that apply to his situation and return it to me in the enclosed self-addressed envelope by the _____ of _____?

All information that is received from those participating in the study will be confidential. Information concerning any results of the study gladly will be sent to any participant so interested.

Thank you very much for any consideration you can give these requests.

Sincerely,

/s/ Marshall V. Carlson
Marshall V. Carlson

Enclosures